

ELEMENTARY READER

in

ENGLISH

for the Foreign Born

With Exercises
for Conversation and Study

by

ROBERT J. DIXON

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the foreign born.

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Preface

THE ELEMENTARY READER consists of reading selections designed for the elementary or low intermediate student. It can be used for class work after the first six months or the first year of study, depending upon the student's progress. A slow class, or one which meets only a few times a week, may need more time before being able to read the selections.

Except for a few more difficult words necessary in some of the stories, the vocabulary range of the book is well within the first thousand most commonly used words, as indicated in the Thorndike Vocabulary List. The grammar constructions used are those studied in any basic first year course.

The selections in general deal with modern themes and particularly with present-day American life. Although the vocabulary and grammatical construction is simple, the content is adult and sufficiently interesting for the older student. The book, in short, is not a child's book. It includes none of the childish tales too often associated with elementary language texts.

Each story or article is accompanied by vocabulary and grammar exercises. The teacher can use these at his discretion to supplement the regular classroom text book. A list of questions also accompanies each selection. These can be used for written work but mainly are designed for conversational purposes. If more conversational material is needed the teacher can expand upon these questions, easily inventing other questions of a similar sort. The technique is simple. If the question in the text reads: "Where did the dog lead the blind man?" the teacher can ask, "What kind of dogs are generally used to help blind people?" "How do they train such dogs?" "Do you like dogs?" "Which do you prefer, dogs or cats?" With a little practice the teacher will discover he can thus expand upon any basic question readily.

The **ELEMENTARY READER** is the first in a series of three readers. The second is entitled **EASY READING SELECTIONS IN ENGLISH FOR THE FOREIGN-BORN**—a reader for intermediate or low advanced students. The third reader—**MODERN SHORT STORIES**—is for advanced students.

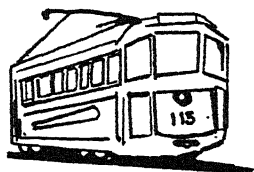
The same general plan of presentation is followed in all three books: selected readings, carefully graded as to level of difficulty with vocabulary and conversational exercises, study helps, etc.

R. J. D.

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Man's Best Friend



I

Almost everyone likes dogs, and almost everyone likes to read stories about dogs. Here are two stories about dogs.

I have a friend who has a large police-dog named Jack. Police dogs are often very intelligent. Every Sunday afternoon my friend took Jack for a long walk in the park. Jack liked these long walks in the park very much.

One Sunday afternoon a young man came to visit my friend. He stayed a long time. He talked and talked. Soon it was time for my friend to take Jack for his walk. But the visitor still stayed. Jack became very much worried about his walk in the park. He walked around the room several times and then sat down directly in front of the

visitor and looked at him. But the visitor paid no attention. He continued talking. Finally Jack could stand it no longer. He went out of the room and came back a few minutes later. He sat down again in front of the visitor but this time he held the visitor's hat in his mouth.

II

Here is another story about an intelligent dog. This dog was also a police-dog, a "seeing-eye" dog. A "seeing-eye" dog is a special dog which helps blind people to walk along the streets and to do many other things. We call these dogs "seeing-eye" dogs because the dogs are "the eyes" of the blind man and they help him "to see." These dogs generally go to special schools for several years to learn to help blind people.

One day a seeing-eye dog and a blind man got on a street-car together. The street-car was full of people and there were no seats. One man, however, soon got up and left his seat. The dog took the blind man to the seat, but there was very little space. The dog began to push the people on each side with his nose. He pushed and pushed until the people moved down and finally there was enough space for two people. The blind man

then sat down and the dog got up on the seat at the side of the blind man. He lay down and put his head on the leg of the blind man. He was very comfortable and soon fell asleep. Everyone in the street-car had to smile at the intelligence of the dog in making space for the blind man and, at the same time, making a place for himself.

For Conversation and Study

Part I—Answer these Questions:

1. Does almost everyone like or dislike to read stories about dogs? 2. Do you like or dislike to read stories about dogs? 3. What kind of dog do we read about in this first story? 4. What did Jack, the dog in this story, like to do on Sunday afternoons? 5. Who came to visit at Jack's home one Sunday afternoon? 6. Did the young man stay a short time or a long time? 7. Why did Jack become very much worried? 8. Did the visitor soon leave or did he continue talking? 9. Where did Jack go when he left the room? 10. What did he hold in his mouth when he came back?

Part II—Answer these Questions:

1. What kind of dog do we read about in this second story? 2. What is a "seeing eye" dog? 3. Why do we call these dogs "seeing eye" dogs? 4. Where do these dogs go to learn to help blind people? 5. When the dog and the blind man got on the street-car, was the car full or were there many seats? 6. When one man left his

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seat, what did the dog do? 7. Was there much or little space? 8. Why did the dog begin to push the people on both sides? 9. When there was enough space for two, what did the dog do? 10. Why did everyone in the street-car have to smile?

Vocabulary and Idiom Review:

1. Give the opposites of these: large, long, to like, intelligent, much, to sit down, in front of, many, to get on, to get up, to begin, to push.
2. Change these to *negative* form: everyone likes, he liked, they help, he took, there was, he will go, we have read.
3. Change these to *interrogative (question)* form: there are, he sat down, he began to push, they go, everyone had to smile, he got up.
4. Give the past tense form and the past participial form of these verbs: to like, to take, to be, to come, to talk, to stay, to become, to sit down, to go, to stand, to call, to get on, to push, to lie down, to get up.
5. Explain the meaning or give sentences with these words: everyone, park, to stay, visitor, around, hat, mouth, special, street-car, space, to push, asleep, comfortable, to smile.
6. Use these in sentences: to take a walk, to take someone for a walk, to become worried, to sit down, in front of, to pay attention to, to get on, to get up, to move down, (up, over), to lie down, to fall asleep.

The Story of Louis Braille



I

Everyone has heard of the "Braille" system of reading for the blind. But few people know why it is called the "Braille" system or who was Louis Braille.

In the year 1812 Louis Braille was a very small boy. He lived in a small town in France. Louis' father had a small shop in which he made things of leather. One day Louis was playing in his father's shop and picked up a small tool with a very sharp point. Louis fell, the point of the tool entered his eye, and later he became blind in both eyes. Although he was then only seven or eight years old, Louis had to walk with a cane in order to feel where he was going. The people of the town felt very sorry when they saw this small

boy, completely blind, feeling his way along the streets with his cane in order to find his direction.

A few years later Louis went to a special school for the blind in Paris. There he learned to read; that is, he learned to recognize the twenty six letters of the alphabet by feeling them with his fingers. But the letters were several inches high and several inches wide. This was naturally a very primitive system of reading. A very short article filled several books and each book weighed eight or nine pounds.

II

Later Louis became a teacher in this same school. He wanted very much to find a better system of reading for the blind, but it was not easy. One day, on a visit home, he said to his father: "Blind people are the most lonely people in the world. I can tell one bird from another by its sound. I can know the door of the house by feeling it with my hand. But there are so many things which I cannot hear and cannot feel. Only books can free the blind. But there are no books for us to read." Then one day Louis was sitting in a restaurant with a friend. The friend was reading the newspaper to Louis. The friend read an

article about a French army captain who had a system of writing which he could use in the dark. He called it "night writing." In this "night writing" the army captain used a system of dots and dashes. The dots and dashes were raised on the paper so that a person could feel them with his fingers. When Louis heard about it he became very excited. He began to talk loudly and to cry.

"Please, Louis," said his friend. "What is the matter? Everyone is looking at you."

"At last I have found the answer to the problem of the blind," said Louis. "Now blind people can be free."

III

The next day Louis went with a friend to see the army captain. Louis asked the army captain about his system. The army captain said that he used a tool with a sharp point to make holes (dots) and small dashes in thick paper. A person could feel these dots and dashes on the other side of the paper. Certain marks meant one thing. Other marks meant another thing. The tool which the army captain used, incidentally, was the same kind of tool which Louis had played with years before when one day he fell and the sharp point entered his eye.

"I am sure that we can use this system," said Louis, "to help blind people to read and to give them books."

It was a wonderful day for Louis. Later he began to study this new system for use with the blind. He studied different ways of making dots and dashes on paper. At last he arrived at a simple system in which he used six holes within a small space. With these six holes in different positions within this space he could make 63 different combinations. Each combination indicated a letter of the alphabet or a short word. There were even combinations to indicate marks of punctuation, etc. Soon Louis wrote a book using the "Braille" system.

At first people did not believe that this system of Louis Braille was possible or practical. One time Louis spoke before a group of people. He showed how he could write by making these holes in paper almost as fast as someone could read to him. Then he read back easily what he had written. But the people did not believe Louis. They said that it was impossible to do this. They said that Louis had learned by memory what he had read to them.

Everywhere it was the same thing. People did not believe Louis. In some cases, for one reason or another, they did not want to believe him. Even the French government did not want to hear anything about Louis' system. They said that they were already doing everything possible for the blind.

IV

Louis continued to work with his system. He was now a very sick man, and each year he became sicker. But he worked and worked with his system to make it better. He worked out a system of marks for mathematics and also for music. One day a girl who had been blind since she was born played the piano very beautifully before a large audience. Everyone in the audience was very pleased. Then the girl got up and said that the people should not thank her for playing so well. They should thank Louis Braille. It was Louis Braille, she said, who had made it possible for her to learn music and to play the piano. She also told them that Louis Braille was a very sick man. She said that he was dying.

Suddenly, after so many years, everyone then

became interested in Louis Braille. The newspapers wrote articles about him. The government also became interested in his system of reading for the blind. Some of Louis' friends went to his home to see him. He was sick in bed. They told him what had happened. Louis began to cry. He said: "This is the third time in my life that I have cried. First, when I became blind. Second, when I heard about 'night writing' and now because I know that my life has not been a failure." A few days later Louis Braille died. He was only 43 years old when he died.

For Conversation and Study

Part I—Answer these Questions:

1. What is the Braille system and what is it used for?
2. Is the Braille system a system for people who cannot hear or a system for people who cannot see?
3. In what country was Louis Braille born?
4. In what country were you born?
5. What kind of shop did Louis' father have?
6. With what was Louis playing one day?
7. What happened when Louis fell?
8. Why did Louis have to use a cane when he walked?
9. Why did the people of the town feel sorry for Louis?
10. Where did he later go to school?
11. What did he learn to do in this school?
12. Why was the system of reading for the blind very primitive at this time?

Part II—Answer these Questions:

1. In what school did Louis become a teacher?
2. What is the name of your English teacher?
3. Was it easy or difficult to find a system of reading for the blind?
4. Why did Louis say that blind people are the most lonely people in the world?
5. Why did he say that only books could free the blind?
6. Where was Louis sitting with a friend one day?
7. What was the friend reading to Louis?
8. Why did the French army captain call his system "night writing"?
9. What are dots and dashes?
10. Why could a person feel the dots and dashes of the army captain's system in the dark?
11. Was Louis happy or sad when he heard about this system?
12. What did Louis say that he had found at last?

Part III—Answer these Questions:

1. Why did Louis go to see the army captain?
2. Why did the army captain call his system "night writing"?
3. What tool did the army captain use to make holes and dashes in paper?
4. Did he use thin paper or thick paper?
5. Why did Louis begin to study the system of the army captain?
6. At what system of reading for the blind did Louis finally arrive?
7. Could he make many or few combinations with his system of six holes?
8. What did each combination indicate?
9. Did people at first believe that Louis' system was possible and practical?
10. What did Louis do one day before a group of people?
11. When Louis read back to them what he had written, what did the people say?
12. Was the government interested at first in Louis' system?

Part IV—Answer these Questions:

1. Was Louis sick or well at this time? 2. Where did a blind girl play the piano one day? 3. Did she play well or poorly? 4. Had she been blind a short time or a long time? 5. Was the audience pleased or displeased with the way she played? 6. What did the girl say when she got up? 7. Who had made it possible for her to learn music? 8. Why did everyone suddenly become interested in Louis Braille? 9. What articles did the newspapers write? 10. In what did the government become interested at last? 11. What did Louis begin to do when his friends told him what had happened? 12. When were the three times during his life that Louis had cried?

Vocabulary and Idiom Review:

1. Give the opposites of these: small, few, old, short, better, dark, happy, easy, fast, thick, before.
2. Change these verbs from simple to continuous form: I study (Example: *I am studying*), he plays, he played, he reads, he read, he sat, everyone looks, I play.
3. Change these to *past* and to *future* time: he calls, she is, he sits, they use, I find, he goes, it means, I am, he falls, he shows.
4. Change these to *present perfect* time: he went, he learned, it fills, they are, he will be, I find.
5. Give the past tense form and the past participial form of these verbs: to hear, to know, to be, to find, to feel, to say, to tell, to read, to call, to use, to mean, to play, to begin, to fall.
6. Explain the meaning or use in sentences: blind, sharp, tool, cane, to recognize, although, to weigh, lonely, bird, captain, army, excited, loud, thick,

space, combination, punctuation, memory, audience, article, music, newspaper.

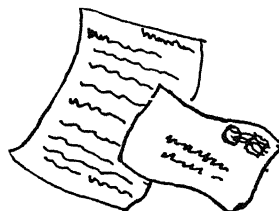
7. Use these in sentences: to hear of, to feel sorry for, to pick up, along the street, to become blind (sick, well, tired), at last, to ask about, at first, as fast as, to learn by memory, for one reason or another, to get up, to become interested in, to thank for.

WE ARE ALL RELATED

We all know that we have many *ancestors*. But do we know how large the numbers of these ancestors is? If a person goes back 300 years, he will find that he had 1,024 ancestors. Each of these is a direct relative on one side or the other of his family. If he goes back 600 years—which is not a very long time—he will find that he had exactly 1,048,576 ancestors. Think of it! Only 600 years ago each one of us had more than a million relatives. Where did they all come from? Surely they did not all come from the same country. From what country or countries did they come? What languages did they speak?

If we think about these things, perhaps we will understand more clearly that we are all related. We are all cousins. We may speak different languages. We may be different in color. At one time or another we were directly related. It is too bad that we cannot remember this more often.

Some Humorous Stories



Clerk in post office, after weighing letter:
"That letter's too heavy. You'll have to put another stamp on it."

Man: "What's the good of that? If I put another stamp on it, that will only make it still heavier, won't it?"

An inspector of schools was one day visiting an English class. Some of the students were having difficulty in the correct placing of the letters "i" and "e" in such words as "receive." "relief," "believe," "ceiling" etc. Finally the inspector said: "Students, I can give you a rule which I always follow and which never fails." The students were very much interested. Even the teacher seemed eager to learn this important rule.

The inspector continued: "It is simply this:

Write the 'i' and the 'e' exactly alike and then put the dot in the middle over them."

"What are you doing, my dear?" said a mother to her small four year old daughter.

"I'm writing a letter to Helen," the little girl answered.

"But, dear," said the mother, "you don't know how to write."

The little girl continued to make marks on the paper with her pencil and answered: "Well, Helen doesn't know how to read, so it really doesn't make any difference."

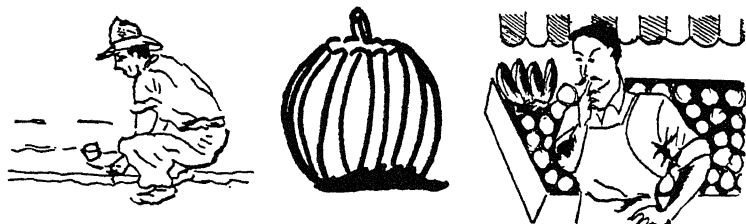
For Conversation and Study

Answer these Questions:

1. Where does the first story above take place?
2. Why does the post-office clerk say that the man must put another stamp on the letter?
3. How does the man answer the clerk?
4. In the second story above, what class is an inspector visiting?
5. With what were some of the students having difficulty?
6. Do you have difficulty with the correct placing of "i" and "e" in certain words?
7. What rule did the inspector give the class for these letters?
8. In the third story, to whom is the little girl writing a letter?
9. Was the little girl able or unable to write?
10. Why did she say that it didn't make any difference whether she knew how to write?

The Farmer from the Town of Rota

(A Short Story)



I

The beginning of this story takes place in Rota. Rota is a very small town in Spain. It is not far from the Bay of Cadiz. Rota is famous for its fruits and vegetables. In particular, it is famous for its tomatoes and its pumpkins. These tomatoes and pumpkins can be found everywhere in the markets of Cadiz and other important cities of this section.

One supposes that the land (soil) of this section must be very good. It must be very rich in order to grow such excellent tomatoes and pump-

kins. But the soil is not good. It is poor. It is only sand and rock—nothing more. The winds of the ocean blow hard. They have carried away the good soil. They have left only sand in its place. There is also little water. The soil is dry and hard.

How, then, is it possible to grow tomatoes and pumpkins in such soil? The tomatoes are large and red. The pumpkins are fat and yellow. It is possible only because the farmers of this section work so hard. They work from morning to night. They dig wells wherever there is water. They carry water by hand to their gardens. They use anything and everything to make the soil a little richer around each plant. They cover the young plants with leaves. In this way they protect them from the sun and from the wind. They watch each plant carefully. They watch the plants which are not strong. They give these plants more water, more attention. They show the plants the same affection they show their wives or children.

There is a proverb about these men and their gardens. It is repeated many times in Rota. The proverb is that the farmer of Rota touches with his hand each tomato plant at least forty times every day.

II

Uncle Peter was one of these farmers of Rota. He was old. He was more than seventy. He had spent all his life on his farm. His back was rounded. It was rounded from years of working over his plants.

This particular year Uncle Peter had some excellent pumpkins. They were fat and yellow. They were fatter and yellower than any pumpkins he had ever grown. There were forty of them. He knew each one perfectly. He knew each one by name. He was very proud of them. This day, he stood in his garden admiring his pumpkins. The next day, he decided, he would pick them. The day after he would take them to market and sell them. It was almost a pity to sell them. They were so beautiful.

But the next day when Uncle Peter returned to his garden, the pumpkins were gone. All forty of them were gone. There was not one left. Someone had stolen them. Someone had come during the night and stolen every pumpkin. Uncle Peter felt sick. He felt weak. He could not believe his eyes. He touched the plants with

his hands. He wanted to be sure that it was not a dream. He walked home, slowly, sadly.

Then Uncle Peter began to think. He knew that the person who stole the pumpkins would not try to sell them in Rota. It would be too difficult. Uncle Peter would recognize the pumpkins. Other farmers, his friends, would recognize them. The thief would take them to Cadiz. Cadiz was a big city. It would be easier to sell them in the market at Cadiz.

Uncle Peter decided to go to Cadiz.

The next morning the boat for Cadiz left at nine o'clock. Uncle Peter was on it. He was prepared to find his pumpkins.

III

Later, about eleven o'clock the same morning, Uncle Peter stopped before a vegetable stand in Cadiz. A policeman was with him.

"Those are my pumpkins," he said. "Arrest that man." He pointed to the man who had the stand.

"Arrest me?" said the man with surprise. "Why? These are my pumpkins. I bought them early this morning."

"Arrest him!" said Uncle Peter.

"No!"

"Yes!"

"He's a thief."

"I am not."

"Stop all this!" said the policeman. "Please act like gentlemen." He stepped between Uncle Peter and the vegetable man.

Several people were now standing near. They had heard the loud talking. They had come to see what was happening. Among them was the man who was the head of the markets. The policeman explained to him what had happened.

"From whom did you buy these pumpkins?" the head of the markets asked the vegetable man.

"I bought them from a man named Lopez. He is from the town of Rota."

"Lopez?" cried Uncle Peter. "Lopez, of course! Lopez is the thief. He must be the thief. His garden is poor. When he has no vegetables to sell, he steals from other people."

"All right," said the head of the markets. "Let's suppose that he stole the pumpkins. How do you know that these pumpkins, and not others, are yours? All pumpkins look alike."

"I know each one of these pumpkins. I know each one by name," said Uncle Peter. "I know

them as well as you know your own children, if you have children. Look, this one is 'Pepita.' This is 'Yellow Beauty.' This is 'Manuela.' It always reminded me of my youngest daughter." Uncle Peter continued naming the different pumpkins. He began to cry like a child.

"That is very good," said the head of the markets. "Perhaps you can recognize your own pumpkins. But it is not enough. According to law, you must have some proof. You must have proof which is definite."

"I have definite proof," said Uncle Peter. "I can give you proof right here. These pumpkins grew in my garden."

IV

Uncle Peter got down on his knees. He began to untie a large paper bag which he had brought with him. He untied the bag carefully, slowly. Everyone was very much interested. What was he going to take out of the bag?

At this moment another person came along. He had seen the group of people. He came to see what was going on.

"Oh, it's you, Mr. Lopez," said the vegetable man. "I am glad that you came back. This man

says that you stole his pumpkins—the pumpkins which you sold to me this morning.”

Mr. Lopez turned as yellow as some of the pumpkins. He tried to leave at once. The policeman made him stay.

Uncle Peter stood up quickly. He stared into Lopez’s face.

“We will see who is telling the truth,” he said.

“Be careful what you say,” said Mr. Lopez. “You cannot call me a thief. You must prove it. You will go to prison for this. These pumpkins are mine. I grew them in my garden. I brought them here this morning.”

“We will see about that,” said Uncle Peter. He picked up the paper bag. He opened it. He turned it over. On to the ground fell a large number of pumpkin stems. They were green and fresh. Uncle Peter had picked them from his vines that very morning. Uncle Peter spoke to the group of people.

“This is my proof,” he said. “These stems are a part of the pumpkins which the thief stole. He left the stems on the vines. He was in a great hurry. Look, all of you! This stem belongs to this pumpkin. No one can doubt it. This one is for this fat pumpkin here. This wide one goes

there. Exactly! Do you see? This one goes. . . .”

v

Uncle Peter continued to place each stem on the exact pumpkin where it belonged. There was no doubt about it. He knew the pumpkins perfectly. He knew where each stem belonged. Each stem corresponded exactly to the pumpkin on which he placed it. The people in the group were surprised.

“That’s right,” they said. “The old man is right. Look! That stem goes here. The other goes there. There’s no doubt about it. . . .”

“It’s very clear proof,” said the head of the markets.

The people were quite excited by this time. They were all laughing and talking at the same time. Uncle Peter was also excited. He began to laugh too. But there were tears in his eyes.

Of course, the police arrested Mr. Lopez. They took him to prison. He had to give back to Uncle Peter the thirty dollars which he had received for the pumpkins. Uncle Peter went back home to Rota. He was very contented. On the way he said to himself several times:

“How beautiful those pumpkins looked in the market. It was almost a pity to leave them there. Such wonderful pumpkins, ‘Manuela,’ ‘Pepita’”

For Conversation and Study

Part I—Answer these Questions:

1. Where does the beginning of this story take place? 2. Is Rota a large or a small town? 3. For what is Rota famous? 4. Is the soil of this section good or poor? 5. What have the winds carried away? 6. Is there much or little water here? 7. Is the soil hard or soft? 8. How is it possible to grow such fine vegetables here? 9. Do the farmers have to work much or little? 10. How do they get water for their plants? 11. Why do they cover the young plants with leaves? 12. What proverb is often repeated in Rota?

Part II—Answer these Questions:

1. Was Uncle Peter young or old? 2. How had he spent all his life? 3. Why was his back rounded? 4. Were Uncle Peter's pumpkins good or bad this year? 5. Why was he so proud of them? 6. What did he plan to do with his pumpkins the next day? 7. When he went to his garden the next morning, what did he find? 8. How did he feel when he saw that the pumpkins were all gone? 9. Why did he touch the plants with his hands? 10. Why did he decide to go to Cadiz the next day?

Part III—Answer these Questions:

1. Before what kind of stand did Uncle Peter stop in Cadiz? 2. Why was there a policeman with him? 3. Whom did Uncle Peter tell the policeman to arrest? 4. Where did the vegetable man say that he had gotten the pumpkins? 5. Why were several people now standing near? 6. What important man was among this group? 7. What did the head of the markets ask the vegetable man? 8. From whom had the vegetable man bought the pumpkins? 9. What did Uncle Peter say when he heard the name of Lopez? 10. What did he say when the head of the markets said that he must have definite proof about the pumpkins?

Part IV—Answer these Questions:

1. What bag did Uncle Peter begin to untie? 2. Why was everyone very much interested in this bag? 3. What person came along at this moment? 4. Why did Mr. Lopez turn yellow when he saw who was there? 5. Who made Mr. Lopez stay when he tried to leave? 6. Where did Mr. Lopez say he had gotten the pumpkins? 7. When Uncle Peter opened the paper bag, what fell to the ground? 8. Where had Uncle Peter gotten these pumpkin stems? 9. What did Uncle Peter now say to the people in the group? 10. What did he begin to do with the pumpkin stems?

Part V—Answer these Questions:

1. What did Uncle Peter continue to do with the pumpkin stems? 2. How well did he know each pumpkin? 3. How well did each stem correspond with the

pumpkin on which he placed it? 4. What did the head of the markets say? 5. Why did the people in the group become quite excited? 6. What did they begin to say and do? 7. What did the police do to Mr. Lopez? 8. Where did they take him? 9. What did Mr. Lopez have to give back to Uncle Peter? 10. What did Uncle Peter say to himself several times on his way home?

Vocabulary and Idiom Review:

1. Give the opposites of the following: dry, hard, small, poor, fat, strong, slowly, easier, to stop, to buy, to take out, to stay, to open, to untie.
2. Give the plural form of these: town, tomato, city, leaf, thief, pumpkin.
3. Give the past tense form and the past participial form of these verbs: to take, to find, to blow, to leave, to grow, to dig, to be, to come, to arrest, to have.
4. Change to *present perfect* time: he left, she had taken, he is, I know.
5. Change to *future* time: he sold, she is, he speaks, there are, he stood, it is.
6. Explain the meaning or give sentences with these words: vegetable, excellent, sand, rock, a well, proud, to touch, to admire, a dream, thief, gentleman, loud, alike, proof, bag, to untie, ground, mine, to fall.
7. Use these in sentences: to take place, by hand, in this way, at least, by name, the next day, to look alike, according to, to be interested in, to take out, to come along, at once, to tell the truth, to turn over, to be in a hurry.

Three Monkeys



I

A university professor recently made several experiments with different animals to find out which was the most intelligent. He found out that the monkey was more intelligent than the dog, the cat, the horse, etc. In one experiment the professor put a monkey in a room where there were several small boxes. Some boxes were inside other boxes. One small box had some food inside of it. The professor wanted to watch the monkey and to find out how long it would take the monkey to find the food. The professor left the room. He waited a few minutes outside the door. Then he knelt down and put his eye to the key-hole. What did he see? To his surprise he found himself looking directly into the eye of the monkey.

The monkey was on the other side of the door, looking at the professor through the key-hole.

II

In a magazine recently there were several pictures of another clever monkey. This monkey belongs to a woman on Long Island. The woman is an American housewife. She has had the monkey many years. The monkey is a pet. Some people have dogs or cats as pets. This woman has the monkey as a pet. The interesting fact about this monkey is that he can wash dishes. He washes the dishes for the woman every day. He likes to wash dishes. He will spend hour after hour washing dishes. He never breaks a dish. But sometimes he washes the same dishes over and over. If the woman tries to stop him, he then gets angry. He begins to throw the dishes in all directions. But this does not happen very often.

The woman's husband is very contented with the monkey. The husband never has to help his wife wash the dishes. The monkey does all this work. But the husband says that he cannot understand how anybody, a person or a monkey, can like to wash dishes so much.

III

A third story about a monkey is a very old one. Aesop, a Greek writer, first told the story many years ago. This monkey belonged to an old man. The old man was very fond of the monkey. The monkey was very clever. When birds came to the garden, he chased them away. He also helped the old man in many other ways. The old man often fell asleep during the day in his chair. Then the monkey sat at the old man's side and chased the flies away from the old man's face. One hot afternoon in the summer the old man was asleep in his chair. A fly came and sat on the end of the old man's nose. The monkey chased it away. Soon the fly came back and sat on the old man's nose again. The monkey chased it away. This continued for five or six times. The monkey at last became very angry. He jumped up, ran to the garden, and picked up a large stone. The next time that the fly sat on the old man's nose the monkey hit it hard with the stone. He killed the fly, but unfortunately he also broke the old man's nose.

All of the stories of Aesop always had a moral. What is the moral of this story? The moral is that

many people, even people who are our friends sometimes act exactly like this monkey. They do things too quickly, without thinking. Instead of doing good, they hurt us. Such friends are sometimes worse than our enemies.

For Conversation and Study

Part I—Answer these Questions:

1. What experiments did a university professor make recently? 2. Why did he make these experiments? 3. What animal did he discover to be the most intelligent? 4. In one experiment where did the professor put a monkey? 5. What was inside the room? 6. What did one of the boxes have inside of it? 7. What did the professor want to find out? 8. When, outside the door, the professor put his eye to the key-hole, what did he see on the other side?

Part II—Answer these Questions:

1. What monkey do we read about in the second story? 2. To whom does this monkey belong? 3. What is a "pet"? 4. What is the interesting fact about this monkey? 5. Does this monkey like or dislike to wash dishes? 6. Does he often or never break a dish? 7. What does he do when he gets angry? 8. Why is the woman's husband contented to have such a monkey?

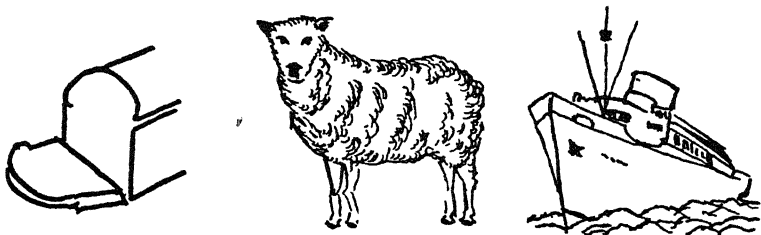
Part III—Answer these Questions:

1. To whom did the monkey in the third story belong? 2. Was the old man fond of this monkey or not? 3. Was the monkey clever or stupid? 4. When birds came to the garden, what did the monkey always do? 5. When the old man fell asleep in his chair, what did the monkey always do? 6. Why did the monkey become angry one afternoon? 7. What did he pick up in the garden? 8. When the fly sat on the old man's nose again, what did the monkey do? 9. What happened to the fly? What happened to the old man's nose? 10. What is the moral of this story?

Vocabulary and Idiom Review:

1. Give the opposites of these: small, inside, intelligent, to find, few, down, to stop, old, asleep, hot, large.
2. Give the plural form: story, box, fly, monkey, friend, wife, dish, bird.
3. Change to *past* and to *future* time: he puts, he makes, it is, he has, he washes, she tries.
4. Give the past tense form and the past participial form of these verbs: to make, to find, to be, to leave, to wait, to kneel, to see, to look, to belong, to break, to sit, to have, to jump, to kill.
5. Explain the meaning or give sentences with these words: university, experiment, intelligent, box, inside, food, to kneel, surprise, to try, to happen, fond, to chase, asleep, to jump, to hurt.
6. Use these in sentences: to find out, inside of, to belong to, to get angry, to be fond of, to fall asleep, to chase away, to pick up, instead of.

Word Origins



I

Some words have an interesting origin. We use these words every day. They are very common. We do not realize the strange history which these words sometimes have.

The word *sandwich* is a common word. It is an English word. The word is also used today in many other languages. The Earl of Sandwich was an Englishman. He lived in the 18th century. He liked to play cards. He liked to play for money. He was the greatest player of his time. Often he played all day and all night. One time, he played for twenty four hours without stopping. He did not leave the card-table even to eat. Servants brought food to him. They brought him

some meat and some bread. He did not want to stop playing while he ate. He put the meat between two of the pieces of bread. In this way he was able to continue playing.

From the name of this man, the Earl of Sandwich, we have the word *sandwich* today.

The word *panic* is a word which comes from the Greek language. Pan was one of the Greek gods. He was the god of the shepherds. A shepherd is a man who watches sheep. Pan was half-man, half-animal. He lived in the forest. He liked to hunt. He also liked to play music. Probably you have seen pictures of Pan. He played a special kind of flute. He went through the woods playing this flute. Very often he frightened people very much. He was very strange looking. Travelers, when they met him, were always frightened. They did not know what to do. They were in a "panic."

This is the origin of the word *panic*. A person in a panic is always very much frightened and confused, so that he does not know what to do. Very often people in a panic do very foolish things. The word *panic* is found in many languages besides English.

II

At one time the Moors were masters of Spain. They were masters during several centuries. They were masters until the year 1492. In that year the last city which the Moors held, Granada, fell again to the Spanish. This was the same year in which Columbus discovered America.

During this time the Moors were also masters of the Straits of Gibraltar. The Straits of Gibraltar lie between Spain and North Africa. Every ship which goes from the Atlantic Ocean into the Mediterranean Sea must pass through the Straits of Gibraltar. The Straits are very narrow. The Moors stopped every ship which passed through these Straits. They did this in order to rob the ships. They took the ships to Tarifa. Tarifa was a Moorish town about nineteen miles from Gibraltar. The Moors did not destroy these ships. They did not take all the things on the ships. They were not so foolish. If they destroyed the ships or if they took everything on the ships, no more ships would come to Gibraltar. The Moors took only a part of the things on the ship. If the things which the ship carried were worth very much, the Moors took more. If the things were worth very little, the Moors took less. In other words, they

placed a "tariff" on the value of the things which the ship carried. The ships had to pay this tariff. After this, the ships could leave.

From the name of this Moorish town, Tarifa, where the Moors took all the ships which passed through the Straits of Gibraltar, we got the word *tariff*. It is a common word today. It can also be found in many other languages besides English.

For Conversation and Study

Part I—Answer these Questions:

1. Is the word *sandwich* a common word or an uncommon word? 2. Is it an English word or a Spanish word? 3. What nationality was the Earl of Sandwich? 4. What did the Earl of Sandwich like to do? 5. How long did he once play without stopping? 6. What did servants bring him? 7. Why did he put the meat between two pieces of bread? 8. From what language does the word *panic* come? 9. Who was Pan? 10. What is a shepherd? 11. What did Pan like to do? 12. What musical instrument did he play? 13. Why did Pan frighten travelers so much? 14. Why do people in a panic often do foolish things?

Part II—Answer these Questions:

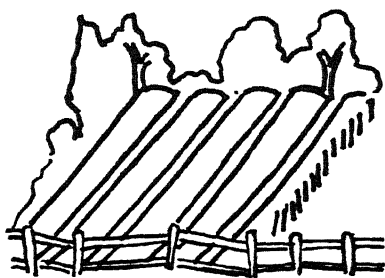
1. Of what country were the Moors masters during several centuries? 2. In what year did the last city, Granada, fall again to the Spanish? 3. What else happened in this same year? 4. Where are the Straits of Gibraltar? 5. Why did the Moors stop all ships which

passed through the Straits of Gibraltar? 6. To what town did they take these ships? 7. Did the Moors destroy these ships? Did they take everything on the ships? If not, why not? 8. What part of the things on the ships did the Moors take? 9. What is a tariff? 10. After the ships paid their tariff, what could they do? 11. What, then, is the origin of the word *tariff*? 12. Is the word *tariff* a common word or an uncommon word?

Vocabulary and Idiom Review:

1. Give the opposites of these words: to stop, day, to like, often, much, many, narrow.
2. Give the plural form of these nouns: sandwich, word, century, piece, sheep, language.
3. Change to *past* and to *future* time: they have, we realize, is used, who watches, they meet, he has to go, this is, they are.
4. Change to *interrogative* (*question*) form: they are narrow, they took, they will destroy, you have seen, they could leave, it passed through, they do foolish things.
5. Give the past tense form and the past participial form of these verbs: to use, to realize, to play, to stop, to eat, to bring, to put, to frighten, to fall, to lie, to pass, to rob, to destroy, to take.
6. Explain the meaning or give sentences with these words: origin, language, common, card, card-table, servant, food, sandwich, panic, god, ship, shepherd, to frighten, traveler, confused, master, narrow, to rob, to destroy, to carry, tariff.
7. Use these in sentences: to play cards, to be able (unable), to know what to do, to be confused, to be found, to pass through, to be worth, *had to* pay.

The Race



I

Recently, we read a story about a monkey. The story was written by the Greek writer Aesop. The story had a moral. The moral was that sometimes people do things too quickly, without thinking. They wish to do good, but, instead, they hurt us.

The following is another story with a moral. This is a story of two animals. The animals in the story are a turtle and a rabbit. Perhaps Aesop wrote this story, perhaps not.

One day a turtle—we shall call him Mr. Turtle—left his home to take a walk. It was a bright, sunny morning. Mr. Turtle kissed his wife good-bye, and started out. He felt very well this par-

ticular morning. As turtles do, he walked very slowly. He had not gone far when he met a rabbit. Mr. Turtle knew this rabbit very well. He had met him many times before. He did not like this rabbit. This rabbit was sarcastic, and he always laughed at the turtle.

"Where do you think you're going?" asked the rabbit.

"I'm just taking a walk," said the turtle.

"You? Taking a walk?" said the rabbit. He began to laugh very loud.

"What's so funny?" asked the turtle.

"With those legs of yours you certainly can't walk very well, or very far," said the rabbit.

"What's the matter with my legs?"

"Nothing—except that I don't know whether you can call them legs or not. They're so short and so funny looking."

II

The turtle became very angry. But he did not say anything. He was thinking. Finally he said:

"I can walk and I can run just as well as you can, Mr. Rabbit."

The rabbit laughed so loud that he could not answer.

“Would you like to make a bet on it?” said the turtle. “We will run a race. I bet that I will win.”

“With those funny little legs?” said the rabbit, shaking with laughter.

“I’ll bet you a bottle of champagne and ten dollars in gold,” said the turtle.

The rabbit stopped laughing. “Are you serious?” he asked.

“We will run from one end of Farmer White’s field to the other,” said the turtle.

“Very well,” said the rabbit. “Let’s begin the race right away.”

“There’s no hurry,” said the turtle. “I haven’t had my breakfast yet. My wife is also waiting for me. But I’ll meet you at Farmer White’s field at eleven o’clock.”

The rabbit finally agreed to this. Mr. Turtle started home. On the way home he thought to himself: “What an important person the rabbit thinks he is. Just because he can run fast. But this time I will teach him a good lesson.” He arrived home, kissed his wife, and said to her:

“Hurry, my dear! Dress quickly and come with me. You have to help me. I have just made a bet with Mr. Rabbit.”

“What kind of bet?” asked Mrs. Turtle.

“I bet him a bottle of champagne and ten dollars in gold that I can beat him in a race,” said Mr. Turtle.

“Are you crazy?” said his wife. “The rabbit is the fastest animal in the forest.”

“I know that,” said Mr. Turtle. “But I also know that Mr. Rabbit is very stupid. I intend to win the race. Now hurry and get dressed, and let’s not waste any more time.”

III

On the way to Farmer White’s field Mr. Turtle explained his plan very carefully to Mrs. Turtle. “Farmer White plowed his field yesterday,” he said. “There are deep furrows from one end of the field to the other. Mr. Rabbit and I will run from one end of the field to the other. He will run in one furrow and I will run in another furrow. Thus we will not be able to see each other as we run.”

“But what do I have to do with all this?” asked his wife.

“It is very simple,” explained Mr. Turtle. “You and I look exactly alike. No one can tell us apart. Mr. Rabbit and I will start our race from

one end of the field, but I will run only a few feet. Then I will lie down in the furrow. He will not see me. You will wait for us at the other end of the field. You will lie down and hide in the same furrow in which I will run. When you hear the rabbit coming, you will get up quickly and say, 'Here I am.' He will think that you are I. He will also think that I have won the race."

"Suppose he wants to run a second race?" asked his wife.

"Then you will begin the race, and I will be at my end to finish it. It is very simple," said Mr. Turtle.

Mrs. Turtle then went ahead to the other end of the field and waited. Mr. Turtle had told her very carefully in which furrow to wait. He and Mr. Rabbit were now at the other end of the field. They were getting ready to begin the race.

"You will run in that furrow all the way," said Mr. Turtle, indicating a furrow a few feet away. "And I will run in this one."

"All right," said the rabbit. "Let's go!"

IV

One, two, three! They were off.

After a few feet the turtle lay down in the

furrow and hid. The rabbit raced ahead. When he came to the other end, Mrs. Turtle got up and said: "Here I am!"

Mr. Rabbit was very much surprised. He could not believe his eyes. "How strange!" he said. Then a little later he added: "Let's run another race."

They ran a second race. The rabbit was even more surprised when Mr. Turtle was again the first to arrive at the other end. "Let's run again," said the rabbit.

"It's all right with me," said Mr. Turtle. "We can run races all day long if you like."

Finally they ran 83 races. Each race ended in the same way. The rabbit became more tired and more tired, but he continued to race. At last he was exhausted. At the end of the 83rd race, he rolled over on the ground and died.

Mr. Turtle was a little surprised at this result, but he was not unhappy about it. He had never liked the rabbit anyway. He and Mrs. Turtle went home together, very much pleased with themselves.

The moral of this story is very clear. (There are really three morals.) First, do not laugh at anyone inferior to you. You may prove to be

really the inferior one. Second, when you marry, be careful to marry someone exactly like yourself. Third, if you are a turtle, be sure to marry another turtle.

For Conversation and Study

Part I—Answer these Questions:

1. What story did we read recently about a monkey?
2. What was the moral of the story? 3. Who was Aesop?
4. Do you like or dislike to read stories about animals?
5. What two animals appear in this story? 6. For what purpose did Mr. Turtle leave his home one morning?
7. Was the morning dark or bright and sunny? 8. Do turtles walk slowly or fast? 9. What animal did Mr. Turtle meet? 10. Had Mr. Turtle met Mr. Rabbit many or few times before? 11. Did Mr. Turtle like or dislike Mr. Rabbit? 12. Why did he dislike Mr. Rabbit?

Part II—Answer these Questions:

1. Why did the turtle become angry at the rabbit?
2. What had the rabbit said about the turtle's legs?
3. Why did the rabbit laugh when the turtle said he would make a bet with him? 4. What bet did the turtle make with the rabbit? 5. Where did they agree to have the race? 6. Why did the turtle want to have the race in Farmer White's field? 7. Which one wanted to begin the race right away? 8. Why did the turtle say that he had to go home first? 9. What did Mrs. Turtle say when Mr. Turtle told her about the bet? 10. Why did she think Mr. Turtle was crazy?

Part III—Answer these Questions:

1. On the way to Farmer White's field, what did Mr. Turtle explain to Mrs. Turtle? 2. What had Farmer White done yesterday in his field? 3. Were there small furrows or deep furrows from one end of the field to the other? 4. Did Mr. and Mrs. Turtle look alike or were they different in appearance? 5. Was it easy or difficult to tell them apart? 6. What did Mr. Turtle tell Mrs. Turtle to do? 7. When she heard Mr. Rabbit coming, what did Mrs. Turtle have to do? 8. If the rabbit wanted to run a second race, what did Mr. and Mrs. Turtle plan to do? 9. In which furrow at the end of the field did Mrs. Turtle have to wait? 10. Did the rabbit and the turtle run in the same furrow or in different furrows?

Part IV—Answer these Questions:

1. What did the turtle do after he had gone only a few steps? 2. What did the rabbit do? 3. What did Mrs. Turtle do when the rabbit came to the other end of the field? 4. Was the rabbit greatly surprised to see Mrs. Rabbit there or not at all surprised? 5. Why did he want to run another race? 6. Who won the second race? 7. Did the turtle agree to run more races? 8. About how many races did they run? 9. How did each race end? 10. What happened to the rabbit after the last race? 11. Were Mr. and Mrs. Turtle pleased or displeased with the results of the races? 12. What are the three morals to this story?

Vocabulary and Idiom Review:

1. Give the opposites of these: out, before, short, quickly, little, to stop, fast, bad, to win, careful, to get up, first, unhappy.

2. Give the plural form of these: story, monkey, rabbit, race, foot, wife.
3. Change these verbs to continuous form: he comes (Example: he *is coming*), they get ready, they got ready, he plowed it, he speaks.
4. Change to past and to future time: he feels, he does, I meet, he takes, she leaves, they are, it is, he likes.
5. Give the past tense form and the past participial form of these verbs: to read, to write, to do, to wish, to hurt, to feel, to know, to meet, to laugh, to bet, to stop, to agree, to beat, to shake, to plow, to run, to lie, to hide.
6. Explain the meaning or give sentences with these words: writer, moral, perhaps, bright, sunny, funny, sarcastic, instead, angry, to bet, race, to shake, bottle, to kiss, stupid, yet, alike, simple, ready, to roll, field, strange.
7. Use these in sentences: to take a walk, to like someone, to laugh at, to be the matter with, to become angry (tired), would you like, to get dressed, on the way, each other, to look alike, to get up, to get ready, to roll over.

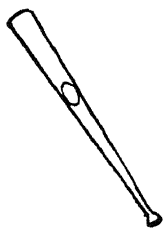
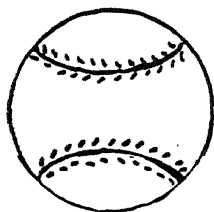
Frederick: He called me a fool.

William: I wouldn't stand for it.

Frederick. What shall I do?

William: Make him prove it.

Baseball and Lou Gehrig



I

As everyone knows, the national sport in the United States is baseball. Everyone plays baseball in the United States. American boys begin to play baseball when they are only five or six years old. They continue to play until they become men. When they are men, their interest often continues. There are baseball teams in all schools. There are baseball teams which represent all the important cities. These teams play against each other. There are very many American men who read about these games in the newspapers every day. Each man has his favorite team. He goes to see the teams play. He listens to the games on the

radio. He knows all about each player. He talks about baseball with other men. He is what we call a baseball "fan" (fanatic).

The big cities in the United States, New York, Chicago, Boston, Philadelphia, all have their baseball teams. These teams are the best in the country. They form two groups or "leagues," the "National League" and the "American League." The teams of each league play against each other. At the end of the season the winner of each league then plays against the winner of the other league. This is the "World Series." Interest everywhere is very great at the time of the World Series. Everyone is interested in the result: who will win the World Series? The Dodgers? The Yankees? The Reds? These are all names of different teams. The "Dodgers" is a short, popular name for the team which represents Brooklyn. The "Yankees" is a short, popular name for the team which represents New York in the American League. The "Reds" is the popular name for the Cincinnati team. Each team in both leagues has a short, popular name.

The players in these big teams naturally play very well. They are the best players in the world. Some of them become very famous. They become

national heroes. Everyone has heard of Babe Ruth, Lou Gehrig, Joe Di Maggio.

II

The story of Lou Gehrig is an interesting one. It is also a rather sad story. Lou Gehrig was one of the greatest baseball players of all time. He played with the team of the New York Yankees. He was captain of the team for several years. While he was captain, the Yankees won the World Series three times. Lou Gehrig was a very popular player. He was popular with the other players. He was also popular with the "fans." Everybody liked Lou Gehrig. Everybody admired him.

Everybody admired Lou Gehrig because he was an excellent player. Each year, at the end of the baseball season, writers about sports always choose "the best player of the year." Several times they chose Lou Gehrig as "the best player of the year." Everyone liked him because he was a simple, honest man. He loved baseball. Because he loved baseball he always tried to play well. He played when he was sick. He sometimes played with broken fingers, broken toes. He played in 2,130 games without missing one game. This is

the record for all time. They called Lou Gehrig an "iron man." Then, suddenly, a strange thing happened. Lou Gehrig began to play poorly. He could not bat well. During the games he began to drop the ball. What was the matter? No one could understand it. Lou himself could not understand it. He went to see a doctor. The doctor examined him. The doctor could not find anything wrong with him. The doctor said he was perfectly all right. Lou Gehrig continued to play. He tried to play harder. He tried to play better. But it was no use. Several times he fell down on the field. He could not get up. Other players had to help him. At last Lou Gehrig himself went to the manager of the team. The manager was Joe McCarthy. "Joe," said Lou. "It's no use. I cannot play well anymore. I am hurting the team. Take me out."

III

The next day Lou Gehrig did not play. It was the first time in 2,130 games. Every newspaper in the country wrote all about this. A short time later Lou left New York. He went to a famous medical clinic, the Mayo Clinic. There special doctors examined Lou very carefully.

They discovered that Lou had a strange disease. It is a disease similar to infantile paralysis. There was no cure for the disease.

Lou Gehrig returned to New York. He could not play baseball again, the doctors said. He had played his last game. Everyone felt very sad about this. Baseball had lost one of its finest players. To show how people felt about him, a special game was played in the Yankee baseball park. The day was called "Lou Gehrig Appreciation Day." Every important person in baseball attended the game, Babe Ruth, Ty Cobb, many others. The mayor of the city and other officials spoke. They praised Lou. Lou received hundreds of presents; 61,808 people attended this game. It was a great day for Lou Gehrig. It was also a sad day.

Lou's paralysis became worse and worse. They gave him work in the government. It was easy work in an office. Lou tried hard. But it was difficult. Soon he could not even go to his office. He could not move his legs. He could not raise his hands. Two years later he died. He was still a young man. A simple, honest man, whom everyone liked, he was one of the great heroes of American baseball.

For Conversation and Study

Part I—Answer these Questions:

1. What is the national sport in the United States?
2. Do American boys begin to play baseball when they are very young or very old?
3. Does this interest in baseball continue or stop when they become men?
4. What is a baseball "fan"?
5. Are you a baseball "fan"?
6. What is the "World Series"?
7. What two teams played in the World Series last year?
8. What cities do these teams represent: the "Dodgers," the "Yankees"?
9. Do the players on these teams play well or poorly?
10. What are the names of some famous baseball players?

Part II—Answer these Questions:

1. Was Lou Gehrig a famous baseball player or a famous football player?
2. With what team did Lou Gehrig play?
3. Was Lou Gehrig a popular or an unpopular player?
4. Why did everyone admire Lou Gehrig?
5. Do you happen to know what position Lou Gehrig played on the team of the New York Yankees?
6. Did Lou Gehrig play baseball well or badly?
7. Did he play in many or in few games?
8. Why did they call Lou Gehrig an "iron man"?
9. Why did Lou Gehrig suddenly begin to play badly?
10. Why did Lou Gehrig finally ask the manager of the team to take him out of the game?

Part III—Answer these Questions:

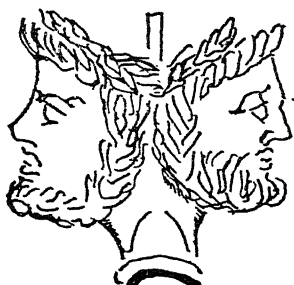
1. Why did Lou Gehrig leave New York and go to a famous clinic?
2. What did the doctors there discover?
3. Was there a cure for the disease which Lou had?

4. To what disease was Lou's disease similar? 5. Was Lou able or unable to play baseball again? 6. Was everyone happy or sad about this? 7. What special game was played in the Yankee Stadium? 8. Did many or few people attend this game? 9. Did Lou's paralysis become better or worse? 10. Was Lou a young man or an old man when he died?

Vocabulary and Idiom Review:

1. Give the opposites of these: end, winner, best, short, popular, well, interesting, honest, sick, better, last.
2. Change to negative form: he was sick, they form, they become, he went, is interested, they go, he tried, could understand, they chose, they had to help.
3. Give the adverb form of these adjectives: natural, good, poor, hard, strange, careful.
4. Give the past tense form and the past participial form of the following verbs: to play, to continue, to read, to go, to be, to know, to form, to talk, to become, to hear, to love, to happen, to find, to break, to discover, to fall, to bat.
5. Explain the meaning or give sentences with these words: sport, interest, team, to represent, radio, to listen, "baseball fan", winner, popular, famous, hero, team, to admire, finger, toe, to bat, to hurt, record, to attend, even.
6. Use these in sentences: to read about, to listen to, to talk about, to become famous (sick, better, worse, well, tired, angry, etc.), to be of no use, to fall down, to get up, to take out.

The Names of the Months



CALENDAR

JANUARY	FEBRUARY	MARCH	APRIL
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SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
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I

We have read something about the origin of words. Now we shall read something about the origin of the names of the months. Sometimes students have difficulty in remembering the names of the months in English. If we know something of the history of these names, possibly they will not seem so difficult to us.

The names of the months all come from Latin. Many of the names were names of Roman gods. January, March, May, June—these months are named after Roman gods. January was named after the god Janus. Janus was a strange god with two faces. He could look in two directions. He

could look forward and back at the same time. He was the god of endings and beginnings. January, which is named after him is the first month of the year. It is a month in which one looks forward to the new year. One also looks back to the old year.

The name February comes from a Roman celebration. The name of this celebration was Februa. It was a celebration of cleaning. Toward the end of February, after the long winter months, women begin to think of spring cleaning. Probably this was the origin of the name of the month. February has only twenty eight days. Every fourth year it has an extra day or twenty nine days. The reason for this is that in every year there are exactly 365 days and six hours. At the end of four years these six extra hours of each year add up to twenty four hours or one full day. This fourth year, in which February has twenty nine days, we call "Leap Year."

The third month, March, is named after the Roman god of war, Mars. Mars was a strong god. The Roman people always connected him with thunder and lightning. Pictures of Mars always show him with lightning about his head. It is natural that the name of March comes from this

god Mars. March is a month of storms. The wind blows strongly. It rains very hard. There is often thunder and lightning.

II

The origin of the word April is not known exactly. Probably the word comes from the Latin word *aperiri*. This Latin word means "to open." In Spanish today there are the words *abrir* (to open) and *abierto* (open). In the month of April the skies open. It rains very often. The trees and the flowers also begin to open. The trees become green. Grass and flowers appear. Spring itself begins officially on April 21.

The month of May is named after the goddess Maia. Maia was young, pretty. She was the goddess of the fields. She was the mother of the god Mercury. The month of June was named after the goddess Juno. She was the wife of Jupiter. Juno was a beautiful woman.

The seventh month of the year, July, is named after Julius Caesar. Julius Caesar was a famous general. He became emperor of Rome. Before the time of Caesar another calendar was used. The year began in March instead of in January. The present month of July was then the fifth

month instead of the seventh month. Caesar changed this. He made a new calendar. This is the calendar we use at present. Caesar himself was born in July. He gave the name of July to this month, the seventh month of the new calendar.

After Julius Caesar came his son Augustus. At first the name of Augustus was Octavius. Later he became emperor. The people wished to please him. They gave him the title of Augustus, meaning "noble." They also called the eighth month August after him. Possibly you have read something of the Augustan period of Roman history. It is called the "Golden Age." It was a period of peace. It was a period of great literature and art. The great Latin poets, Horace and Virgil, lived at this time.

The months of September, October, November, and December need little explanation. In our calendar today they are the ninth, tenth, eleventh, and twelfth months. But in the old calendar before Julius Caesar they were the seventh, eighth, ninth, and tenth months. The names for the months September, October, November, and December therefore came from the latin words for seventh, eighth, ninth, and tenth. In Spanish

today, for example, the word for seventh is *septimo*. The word for eighth is *octavo*, etc.

For Conversation and Study

Part I—Answer these Questions:

1. From what language do the names of the months come? 2. Have you ever studied Latin? 3. After what Roman god was the month of January named? 4. Why was the god Janus able to look in two directions at the same time? 5. From what Roman celebration does the name of February come? 6. Is February the second or the third month of year? 7. How many days are there in February? 8. Why does February have an extra day every four years? 9. What do we call this fourth year in which February has an extra day? 10. After whom is the month of March named? 11. Why did the people of Rome always connect Mars with thunder and lightning? 12. What kind of weather do we generally have in March?

Part II—Answer these Questions:

1. Why is it said that the name of the fourth month, April, probably comes from the Latin word meaning "to open"? 2. On what day does spring begin? 3. What is your favorite season of the year? 4. After what Roman goddess was the month of May named? 5. After whom was the month of June named? 6. After whom was the month of July named? 7. Who was Julius Caesar? What changes did he make in the calendar? 8. After whom is the month of August named? 9. Why do we often read about the Augustan age in Roman history?

10. How did the month of September receive its name?
 11. In our present calendar is September the seventh month or the ninth month? 12. How did the months of October, November, and December receive their names?

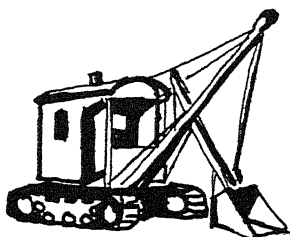
Vocabulary and Idiom Review:

1. Give the opposites of these words: ending, forward, to remember, first, new, strong, often, to open, peace.
2. Give the plural form: month, sky, tree, wife.
3. Change to *past* and to *future* time: we read, is named, comes, they begin, it shows him, she is.
4. Change to *present perfect* time: you read, he went, they changed, he gave, he was, he had.
5. Give the past tense form and the past participial form of these verbs: to read, to know, to seem, to come, to be, to begin, to call, to show, to blow, to rain, to use, to change, to give.
6. Explain the meaning or give sentences with these words: origin, difficulty, to seem, celebration, probably, full, strong, to connect, thunder, lightning, storm, grass, famous, calendar, emperor, noble, history, peace, literature, art.
7. Use these in sentences: to read about, difficulty in, to be named after, at the same time, to come from, to add up to, instead of, at present.

Bill: Did you see that girl smile at me?

Jack: That's nothing. The first time I saw you I had to smile too.

A City Within Itself



I

Everyone who visits New York City today wants to see Rockefeller Center. It is one of the most popular places of interest for those who come to see New York City.

But what is Rockefeller Center? Is it a building? Is it a large theatre? Is it Radio City? Why is it called Rockefeller Center? Is it beautiful? Is it worth seeing?

In the year 1929, the section where Rockefeller Center now stands was a place of small buildings. There were about 200 of these small buildings. Most of them were small private houses where people lived. There were also small stores and offices. Columbia University owned this

land. Columbia University still owns this land. Columbia has rented it to Rockefeller Center for ninety-nine years. At the end of ninety-nine years Columbia University will receive the land back again. In 1929 it was decided to build a new home for the Metropolitan Opera in this place. It was going to be a wonderful building. John D. Rockefeller, Jr., said he would help in this work. Mr. Rockefeller and some companions rented the land from Columbia University. They were going to begin the work. Then the economic depression of that year began. Business was very bad. The depression became worse and worse. It was a poor time to build a new opera house. Mr. Rockefeller and his companions had all this land on their hands. What could they do? It was expensive to hold the land. Finally they decided to build a large group of office buildings. The buildings which they finally built now form Rockefeller Center. They began work on Rockefeller Center in 1930. It took about ten years to complete all of the buildings.

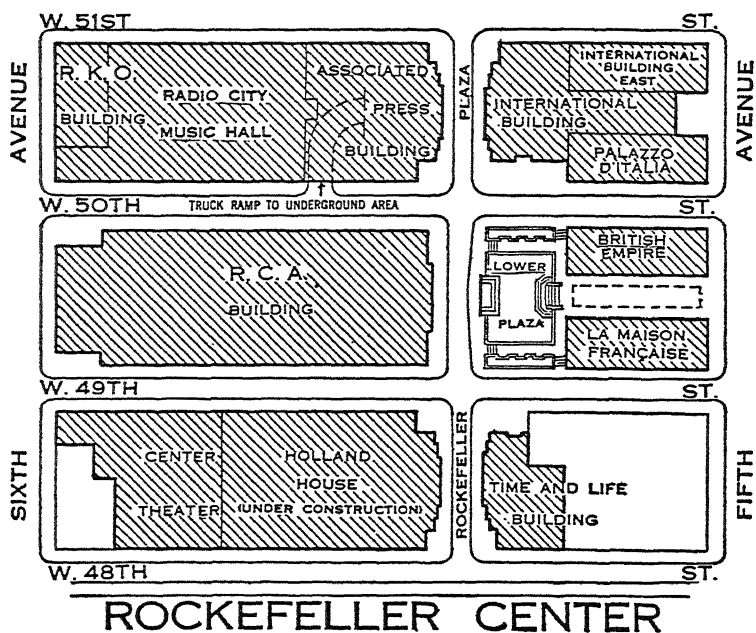
II

Rockefeller Center today includes twelve different buildings. They are office buildings.

They lie between 48th Street and 51st Street, north and south, and between Fifth and Sixth Avenues, east and west. This section is in the center of New York City. The buildings are very large, very high. They are skyscrapers. A building which is very high is called a skyscraper because it seems to touch or "scrape" the sky. All the buildings of Rockefeller Center are not the same. Some are higher than others. Some have a different form. The men who planned them tried to do two things: They tried to make the buildings appear all part of one group. Second, they tried at the same time to make all the buildings a little different from the others in form. The style of the buildings is modern. They are all tall and straight. There is little decoration.

The map below shows the different buildings which, together, form Rockefeller Center. On the Fifth Avenue side there are the British Empire Building, La Maison Francais, etc. In these buildings representatives of foreign governments have their offices. On the Sixth Avenue side there is Radio City Music Hall. Radio City Music Hall is the largest theatre in the world. It is also one of the most beautiful. It holds 6,200 people at one time. On the Sixth Avenue side, also, stands the

RCA building. This building is the tallest of the Rockefeller Center group of buildings. It is also the largest office building in the world. In this building RCA (Radio Corporation of America) has its offices. Along Sixth Avenue there is also



the Center Theatre. Center Theatre is smaller than Radio City Music Hall. It also has a different type of theatre.

When people speak of "Radio City," they mean these three buildings along Sixth Avenue, Radio City Music Hall, the RCA building,

Center Theatre. Sometimes they mean only Radio City Music Hall. They say, for example, "last night we went to Radio City." They mean that last night they went to see the show in Radio City Music Hall.

III

Rockefeller Center is really a small city within itself. There are thousands of offices. There are all kinds of stores, restaurants, and small shops within the various buildings. There are the two large theatres mentioned above. There are foreign government offices, radio stations, etc. Entering Rockefeller Center from the Fifth Avenue side, you find yourself in a large garden, with a pool, trees, flowers, and outdoor restaurants. Sometimes, shows are given in this garden. Groups from foreign countries sing their national songs and dance their national dances here. In winter the water in the pool is frozen. People skate. At Christmas there is a large Christmas tree. It has many lights and decorations. The tree, like everything else in Rockefeller Center, is of great size. It is almost a hundred feet high. It is higher than many houses in which people live.

There are many interesting facts and stories about Rockefeller Center. One could write a book about Rockefeller Center. 20,000 people work in Rockefeller Center every day. 80,000 people visit the different buildings every day. Six men work simply changing electric light bulbs. They change the light bulbs which are burned out. Another six men work just picking up cigarettes and chewing gum which people have thrown along the halls.

IV

There is an interesting story about John D. Rockefeller, Jr. One day he was walking along 49th Street. At this time they were just beginning to build some of the first buildings. He wanted to see the work which was going on. There was a high fence around the work. The fence was made of wood. He could see nothing. He tried to look through the fence. It was difficult. Just then a guard came along.

"Move along," said the guard. "You can't stand here."

"I was just trying to watch the work," said Mr. Rockefeller.

"Move along," said the guard.

"I am John D. Rockefeller, Jr.," said Mr. Rockefeller.

"Sure, and I am President Roosevelt," said the guard. "Now move along, mister. And don't give me any more trouble."

Mr. Rockefeller went to his office. He thought about this. He decided that there were probably many people like himself who would like to watch the work going on inside the fence. It is very interesting to watch this work. There are big machines to pick up the dirt and the stones, and many people like to watch these machines work. Mr. Rockefeller gave an order. He said that holes should be cut in all the fences. These holes were for people to look through. The holes were round. They were about twelve inches wide. They were at the level of a person's eyes. After this, anyone could stop and look through these holes. He could watch the work going on inside. He could stand there as long as he liked. Everyone was pleased.

This idea became very popular. Similar holes were placed in fences in other places. People could watch the work of new buildings everywhere. Today this is the general custom in

New York City. In the fences around the work of all new buildings, there are always holes cut. These holes are at the level of a man's eyes. They are for the convenience of anyone who wants to stop and watch the work inside. A person can now stand and watch this work as long as he likes.

For Conversation and Study

Part I—Answer these Questions:

1. Why does everyone who visits New York City want to see Rockefeller Center? 2. In the year 1929 what buildings stood in the place where Rockefeller Center stands today? 3. Were these buildings large buildings or small buildings? 4. Who owned this land? 5. Who owns this land today? 6. For how many years has Rockefeller Center rented this land? 7. What happens to the land at the end of ninety-nine years? 8. What did they first plan to build in this place? 9. What important man said that he would help in this work? 10. Why did they decide later not to build an opera house here?

Part II—Answer these Questions:

1. Is Rockefeller Center one building or does it include many buildings? 2. In what section of New York City does Rockefeller Center lie? 3. What is a skyscraper? 4. Why do we call very tall buildings skyscrapers? 5. Are all the buildings in Radio City the same or are they different in form? 6. What is the general style of the buildings? 7. What is Radio City Music

Hall? 8. Is Radio City Music Hall very large or very small? 9. When people speak of "Radio City", what do they generally mean? 10. Have you ever been to Radio City Music Hall?

Part III—Answer these Questions:

1. Why is it possible to say that Rockefeller Center is a small city within itself? 2. Are there many or few stores and restaurants in Rockefeller Center? 3. What shows are sometimes given in the outside garden at Rockefeller Center? 4. What happens to the water in the pool in the winter? 5. Where do people skate in Rockefeller Center? 6. Do you like or dislike to skate? 7. Is it easy or difficult to skate on ice? 8. Is the Christmas tree in Rockefeller Center a large one or a small one? 9. Do many or few people visit Rockefeller Center every day? 10. Why do they have to use six men in Rockefeller Center just to change burned out electric light bulbs?

Part IV—Answer these Questions:

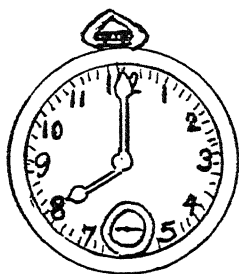
1. Where was John D. Rockefeller walking one day? 2. What did he want to see? 3. What kind of fence was there around the work? 4. Could he see well through this fence? 5. Who came along? 6. What conversation took place between the policeman and Mr. Rockefeller? 7. What order did Mr. Rockefeller give later? 8. On what level were holes cut in the fence? 9. What was the purpose of these holes? 10. Do you find it interesting or uninteresting to watch the work on new buildings?

Vocabulary and Idiom Review:

1. Give the opposites of these words: small, new, to begin, expensive, high, different, winter, outside, difficult.
2. Change to *past* time and to *future* time: he visits, it is, there are, is he, does he like, it owns, it rents, it becomes, they begin, they buy, it shows, it holds.
3. Give the past tense form and the past participial form of these verbs: to include, to have, to be, to mean, to say, to go, to enter, to find, to sing, to dance, to write, to work, to change, to pick up, to move, to stand, to cut.
4. Change these to negative form: there are, it is, it owns, they want, they will build, he has seen, it took, they began, one could write, they change.
5. Explain the meaning or give sentences with these words: wonderful, opera, economic, business, group, to rent, to complete, to lie, skyscraper, same, to appear, style, tall, straight, decoration, foreign, government, show, bulb, gum, fence, hole, level, guard.
6. Use these in sentences: to be worth seeing (doing, reading etc.), to become worse (better, sick, tired etc.), to take ten years (two hours, three days etc.), to find oneself, to pick up, to burn out, to be made of wood (iron, glass etc.), to look through.

The Bad Boy

(A Short Story)



I

John was a pleasant looking young man. Anna was a pretty young girl. She had a small turned-up nose. Together they walked down to the river. They sat on the grass near the water. It was a pretty place. There were trees all around. They were alone. No one could see them. They had their fishing poles with them. They had brought sandwiches to eat. They began to fish.

"I am glad that we are alone at last," said John. He looked all around him. "When I first

saw you, Anna—Look! You have a bite! I knew that you were the girl for me. I knew that at last I had met the girl of my dreams—Look! It must be a big fish that is biting! When I saw you, I fell in love at once—Don't pull yet! Wait a minute! Let it bite a little longer! Tell me, do you think that you could also love me? Be careful! Don't pull yet! I know that it is very much to ask. But are you also in love with me?—Pull! Pull now! Quick! Now you have it!"

Anna pulled suddenly. There was a small silver fish at the end of her line. The fish hung in the air over their heads for a moment. Then it fell from the line to the grass.

"Quick! It is off the line. You will lose it," said John.

The fish was jumping up and down on the grass. Each time it was closer to the river. At last it fell back into the water.

"Oh," said John sadly. "We have lost it." But while he was trying to pick up the fish, John touched Anna's hand. It was an accident. Accidentally, he put her hand to his lips. He kissed her hand. Anna pulled her hand away. It was too late. Accidentally their lips met in a kiss. It all happened accidentally.

II

Of course, Anna loved John. She told him that she had always loved him—from the very first. They decided to get married as soon as possible. They were very happy. But such happiness never continues for long. It is the same with love as with life in general. There is always something to change our happiness. John and Anna heard someone laughing. They looked up. There, directly in front of them in the river, stood a young boy. He was standing in the water. The water was up to his waist. He had no clothes on. It was Kenneth, Anna's little brother. He was laughing at them.

"So you are kissing one another," he said. "All right! I am going to tell Mama."

"Be a good boy," said John. John's face was very red. "I know that you won't do such a thing to us."

"Give me a half-dollar and I won't say anything," said Kenneth. "If you don't, I'll tell Mama exactly. . . ."

John took a half-dollar from his pocket. He gave it to Kenneth. The boy took it in his wet hand. The boy laughed again and swam away.

The next day John gave Kenneth a present of a new baseball. Anna gave him a box of paints. Later they had to give him other things. John gave him a new baseball bat, a new baseball glove. They gave him money. Kenneth liked all this very much. It was a new game for him. He watched the two young lovers all the time. He asked for more and more presents. Wherever they went, Kenneth went too. He did not leave them alone for a moment.

"The little devil," said John. "He is so young—but he is a little devil. What will become of us?"

III

Kenneth continued to follow them. He watched them and asked for more presents. He said he was going to tell on them. He began to talk about a watch. John had to buy him a new watch.

Once during dinner Kenneth began to laugh. He looked at John and said: "Shall I tell them now?"

John became very red. He did not know what to say or to do. He put his napkin into his mouth instead of his bread. Anna jumped up and ran into the other room.

But all things, good or bad, have an end. This situation continued for a month. Then Anna's father, who had been away for some time, returned home. John went to see him. He asked for Anna's hand in marriage. Anna's father and also her mother were very contented. They gave their permission at once. John was very happy. But in this moment he was not thinking so much about Anna. He ran to the garden. He was looking for Kenneth. He found Kenneth and took him by the ear. Anna came running to the garden at the same time. She took Kenneth by the other ear. They both pulled Kenneth's ears as hard as they could.

"Please! Please!" cried Kenneth. "Ouch! Ouch! I won't do it any more."

"Now you can tell Mama anything you like," said Anna. "John and I are going to get married. Mama and Papa have given their permission."

"Ouch Ouch! Please! Please!" Kenneth continued to cry.

Later John and Anna said that during all the time that they were in love they never spent happier moments than those in which they were

pulling the ears of that bad boy. (*From a story by A. Chekhov*)

For Conversation and Study

Part I—Answer these Questions:

1. Was Anna a pretty or an ugly young girl? 2. What kind of nose did Anna have? 3. Where did she and John go one day? 4. What had they brought with them? 5. What did John begin to tell Anna? 6. What happened while John was telling Anna how much he loved her? 7. Was it a big fish or a little fish which Anna caught? 8. What happened to the fish after it fell off Anna's line? 9. While trying to pick up the fish what did John touch accidentally? 10. What did Anna do when John kissed her hand?

Part II—Answer these Questions:

1. Did Anna say that she loved John or that she did not love him? 2. What did she and John decide to do? 3. Whom did they hear laughing at them in this moment? 4. Where was Kenneth standing? 5. Was he fully dressed or did he have no clothes on? 6. What was he doing in the water? 7. What did Kenneth say that he would do if they didn't give him some money? 8. What did John give Kenneth the next day? 9. Did Kenneth like or dislike this new game of receiving presents every day? 10. Did he watch the two young lovers very seldom or all the time?

Part III—Answer these Questions:

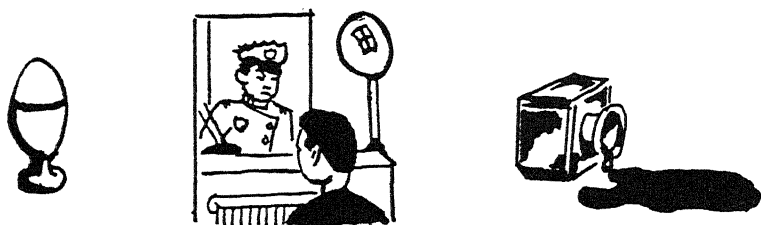
1. Did Kenneth continue to follow John and Anna everywhere or did he stop after a while? 2. What did

John do when Kenneth began to talk about a watch?
 3. What did Kenneth do one day during dinner?
 4. What did John put in his mouth instead of his bread?
 5. What did John do as soon as Anna's father returned?
 6. When John received the father's permission to marry Anna, where did he go at once?
 7. For whom was he looking?
 8. What did he do to Kenneth when he found him?
 9. What did Anna do when she arrived?
 10. What, according to Anna and John later, had been the happiest moments which they spent during this period?

Vocabulary and Idiom Review:

1. Give the opposites of these words: pretty, down, big, careful, to pull, to lose, in front of, good, wet.
2. Change to *past* time and to *future* time: he is, she has, they sit, no one can, it falls, he puts, it happens, she hears.
3. Change to interrogative (question) form: he is, they walked, they had, there were, they had brought, it was jumping, he could do, he put, he took, they had to buy.
4. Give the adverb form of these adjectives: direct, careful, good, accidental, happy, exact.
5. Explain the meaning or give sentences with these words: pretty, turned-up, near, pole, to fish, fish, dream, to bite, to hang, to fall, line, accident, accidentally, to laugh, waist, wet, to swim, glove, napkin, ear.
6. Use these in sentences: at last, to be in love with, to pick up, of course, to get married, to look up, to have something (clothes) on, to laugh at, to ask for, to be away.

More Humorous Stories



Many people think that they can write stories. They would like to be writers. They write stories and send them to magazines. When the magazines do not accept the stories, these people become angry.

A lady once wrote a long story. She sent it to a famous editor. After a few weeks the story was returned to her. The lady was angry. She wrote to the editor:

"Dear Sir: Yesterday you sent back a story of mine. How do you know that the story is not good? You did not read it. Before I sent you the story, I pasted together pages 18, 19, and 20. This was a test to see whether you would read the

story. When the story came back yesterday, the pages were still pasted together. Is this the way you read all the stories that are sent to you?"

The editor wrote back: "Dear Madam: At breakfast when I open an egg I don't have to eat all the egg in order to discover that it is bad."

The other day a man named William Smith went to a police station. He wanted to get a license to drive an automobile.

Behind the desk in the police station sat a police captain. This police captain was not a very polite man.

"I would like to get a license to drive an automobile," said Mr. Smith a little timidly.

"You have to fill out this card first," said the police captain. He threw a small white card in Mr. Smith's direction. "Put your name at the top."

"In ink?" asked Mr. Smith very politely.

"Of course, in ink!" said the police captain. "Put your last name first and your first name last?"

"How's that?" said Smith. He did not understand the police captain.

"Write your name backwards. Your last

name first and your first name last. BACKWARDS!"

"Backwards?"

"That's right. That's just what I said!"

Slowly, carefully Mr. Smith began to write. It seemed a little strange to him. But the police captain must know what was correct. Mr. Smith wrote his name: HTIMS MAILLIW.

Teacher in school: Johnny, what are some of the products of the West Indies?

Johnny: I don't know, teacher.

Teacher: Of course, you do! Where do you get sugar from?

Johnny: We borrow it from the neighbor next-door.

For Conversation and Study

Answer these Questions:

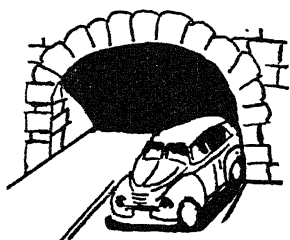
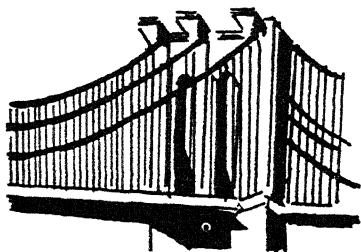
1. In the first story above, where did the lady send the story which she wrote?
2. Was the story accepted or returned to her?
3. Was the lady pleased or angry to get the story back?
4. What did the lady say in the letter which she sent to the editor?
5. What did the editor say in his answer?
6. In the second story, where did William Smith go to get his automobile license?
7. Was the police captain a polite or an impolite person?
8. How did

the police captain say that Smith must write his name?
 9. Was Smith supposed to write his last name or his first name first? 10. How did Smith finally write his name?
 11. In the third story what question did the teacher ask Johnny? 12. Where, according to Johnny, do they get their sugar at his home?

A POOR FAMILY

At school Mary had to write a story about a rich family. Mary was a little girl. Her father was a very rich man. Mary's story began: "Once upon a time there was a poor family. The mother was poor. The father was poor. The children were poor. The chauffeur was poor. The maid was poor. All the servants were poor. The gardener was poor. Everybody was poor."

The Bridge the Roebblings Built



I

The City of New York has five different sections or "boroughs." These five sections are Manhattan, Brooklyn, the Bronx, Queens, and Richmond. The central section of New York is Manhattan. Manhattan is the most important of the five sections. Perhaps it is better to say that Manhattan is the most famous of the five sections. The Empire State Building, Rockefeller Center, Wall Street, Times Square, Broadway—these famous places and many others are all located in Manhattan. Manhattan is an island. It is an island twelve miles long and about two miles

wide. It has water all around it. On the west side there is the Hudson River. On the east side there is the East River. To the south there is the ocean etc. It is possible to go by boat completely around the island of Manhattan.

These rivers around Manhattan, with the ocean to the south, have been very important to New York City. They have been important commercially. Ships from all over the world enter and leave New York every day. They pass up and down the Hudson River and the East River.

On the other hand, these rivers have also been a problem. Every time that anyone wanted to travel from Manhattan to another section of New York or to New Jersey he had to cross one of these rivers. These rivers are wide. They are deep. They are deep enough for large ships.

The problem is not so serious today. There are now tunnels and bridges at many points. There are twelve tunnels and seven large bridges which connect Manhattan with Brooklyn and Queens. There is the George Washington Bridge and five different tunnels which connect Manhattan with New Jersey. Today, if one goes around Manhattan by boat, he will pass under twenty different bridges, many of them very large.

He will pass over eighteen different tunnels. Many of these tunnels are very large. Trains, subways, and automobiles pass through them in large numbers. These tunnels lie deep under the rivers.

It has cost much money to build all these tunnels and bridges. Years and years of hard work were necessary. Many lives were lost.

II

Many of these tunnels and bridges have become very famous. There is the George Washington Bridge, the Holland Tunnel, and many others. The most famous of all remains the Brooklyn Bridge. The Brooklyn Bridge was built in the year 1883. It has been the subject of more poems, more articles, more photographs than any other bridge in the world. It is still one of the most popular places of interest in New York.

The plan for the Brooklyn Bridge was made by a man named John Roebling. This was in the year 1867. Brooklyn at that time was a young city. It was growing fast. It had more than 250,000 inhabitants. It was becoming an im-

portant business center. Communication was poor. To reach New York (Manhattan) one had to cross the East River by boat. This trip was very slow. In bad weather it sometimes took several hours. People began to say that a bridge was necessary. It was almost a mile across the river. The river was very deep. The bottom of the river was soft. The bridge would have to be very high. Ships must be able to pass under it. Most people said that it was impossible to build such a bridge.

John A. Roebling wrote a letter to one of the newspapers. He said that he could build this bridge. Roebling was already quite famous. Years before he had invented the steel cable. Using this steel cable, he had built several bridges, one at Niagara Falls and a second across the Monongahela River at Pittsburgh. He was sure he could build this new bridge. Roebling was German. He had come to the United States to live when he was twenty five years old. He worked at first building houses. Later he became interested in building bridges. He studied all about bridges. He traveled everywhere to see them.

It was decided to give Roebling a chance. A

company was organized. Roebling was head engineer. He began to work making the plans for the bridge. He sent his son Washington to Europe to study some new bridges there. Some experiments had been made with working in a large box under water. Roebling wanted to find out about these experiments. One day he was working near the river. He was completing his plans. A boat struck the dock on which he was standing. His foot was hurt badly. His foot became diseased. Two weeks later he died. Before he died he cried sadly. He asked that his son Washington continue his work. Finally it was decided to let his son do this.

III

Washington Roebling began to work with the same interest and energy as his father. The bridge was begun. There were many problems. According to the plans, there were to be two large towers. One of these towers was to be on the Brooklyn side of the river. The other tower was to be on the Manhattan side. It was difficult to put these towers in place. The towers had to be very strong. They were of granite. From the

towers hung a system of steel cables. These steel cables were to hold the bridge. The bottom of the river was soft. The workers had to go far below the river. They had to reach rock. They had to remove some of this rock in order to make a good base for the towers. Today engineers know how to do these things. They have had much experience. They have special machines. But at that time no one knew exactly how to do this work. The Brooklyn Bridge was the first bridge of its kind in the world. They used the new box that Washington Roebling had studied in Europe. The box was made of wood. It was about the size of a house. It had three sides and a top. It had no bottom. In this box men could work under the water. Air was forced into the box. The water was forced out of the box. It was very dangerous. No one understood the problems of this kind of work. Men became sick. They were afraid. There were many accidents. Roebling himself worked with the men in the box. He spent more time in the box than anyone else. He tried to encourage the men. The men felt strange pains in different parts of their body. One day a worker went down into the box. He felt perfectly well. Within half an hour he began

to feel strong pains in his stomach. Five minutes later he was dead. The same thing happened to other men. Yet the work had to continue. Roebling talked with the men. One day he himself had a similar attack. He could not talk. He could not hear. He became paralyzed. After a week or two he felt better. He went back again to work in the box. He had a second attack, more serious than the first. He could not work again. In fact, he was unable to work again during the rest of his life. He remained a cripple.

IV

But Washington Roebling continued to direct the work of the bridge. His home was near the bridge. He sat in one of the windows of his bedroom. He used a telescope. He watched the work every day. His wife helped him. She studied mathematics. She studied all about bridges. She learned a great deal about such things. Each day she went to the bridge. She carried her husband's orders to the men. She worked with the men. At night she returned to her husband. She told him about the work of the day. In this way, year after year, the work continued.

In 1876 the first steel cable was placed from

one tower to the other. In 1883, about fifteen years after it was first begun, the bridge was officially opened. It was a great occasion. Many important people, including the President of the United States, took part in the ceremony. Washington Roebling watched the ceremony through his telescope.

The bridge was a great success. It was strong. It was beautiful. People came from everywhere to see it. It was one of the wonders of the nineteenth century. It still continues in use today without change. There is more traffic on it today than ever before. The bridge remains very strong. It also remains a monument to the two men who built it, John Roebling and his son Washington Roebling. John Roebling gave his life to it. Washington Roebling was a cripple as long as he lived. But he carried out the dream of his father. He did something which everybody in his day had said was impossible. He built a bridge a mile long over a deep river. The bridge connected Brooklyn with Manhattan Island.

For Conversation and Study

Part I—Answer these Questions:

1. How many sections or boroughs has New York City?
2. Which is the most important of these five sec-

tions? 3. What are some of the famous places that are located on Manhattan Island? 4. Why it is possible to call Manhattan an island? 5. What rivers lie to the east and to the west of Manhattan? 6. In what way have these rivers been very important to New York City? 7. In what way have they also been a problem? 8. Is the problem as serious today as it was years ago? 9. Are there many or few bridges and tunnels today connecting Manhattan with other sections of the city? 10. Has it cost much money or little money to build all these tunnels and bridges?

Part II—Answer these Questions:

1. What are the names of some of the famous bridges and tunnels around New York City? 2. Which is probably the most famous bridge of them all? 3. Was the Brooklyn Bridge built many years ago or only recently? 4. Who first made the plans for the building of the bridge? 5. Why did the people of Brooklyn of that time feel that a bridge to Manhattan was very important to them? 6. What were some of the difficulties of building such a bridge? 7. Who was John A. Roebling? 8. What experience had Roebling had previously in building bridges? 9. Why did Roebling send his son to Europe? 10. What happened to John Roebling one day while he was at work completing his plans for the bridge?

Part III—Answer these Questions:

1. Did Washington Roebling show the same interest or less interest in the bridge as his father? 2. What two towers did the plans for the bridge call for? 3. Where were these two towers supposed to be located? 4. What were some of the difficulties of putting these towers in

place? 5. What box did the workers use in order to work under the water? 6. Was it pleasant or unpleasant for the workers to work in this box? 7. Were there many or few accidents? 8. What happened to Washington Roebling one day when he was working in this box? 9. Was the second attack which he had more serious or less serious than the first? 10. Was he able or unable to work during the rest of his life?

Part IV—Answer these Questions:

1. How was Washington Roebling able to continue directing the work of the bridge? 2. What instrument did he use to watch the men at work from his window? 3. How did his wife help him? 4. What did she study? Where did she go each day? 5. About how many years did it take to build the bridge? 6. How did Washington Roebling watch the official opening of the bridge? 7. Was the bridge a great success or a failure? 8. Why is it correct to say that the bridge was one of the wonders of the 19th century? 9. Is there more traffic or less traffic on the bridge today than previously? 10. Why is it possible to say that the bridge is a monument to the memory of John and Washington Roebling?

Vocabulary and Idiom Review:

1. Give the opposites of these words: better, south, east, wide, large, much, hard, slow, necessary, high, impossible, difficult, soft, top, near, strong, beautiful.
2. Change to *past* and to *future* time: it is better, there are, he wants, it connects, it lies, it remains, he can do, he becomes, they have to remove, they have.

3. Change to *present perfect* time: it was, he went, it remained, it became, he invented, he built, he did, he had.
4. Give the past tense form and the past participial form of these verbs: to go, to be, to travel, to cost, to lose, to give, to remain, to invent, to build, to complete, to die, to decide, to hang, to know, to encourage, to happen, to do.
5. Explain the meaning or give sentences with these words: section, possible, completely, to cross, deep, wide, bridge, subway, tunnel, article, poem, photograph, bottom, famous, steel, box, experiment, system, rock, to remove, top, dangerous, attack, similar, serious, telescope, husband, monument.
6. Use these in sentences: by boat (car, bus, plane etc.), on the other hand, to take several hours (two days, a week etc.), at first, to find out, to be made of, a great deal, at night, to carry out.

Man: I need five dollars badly.

Friend: Is that so?

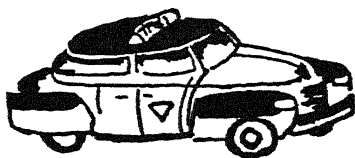
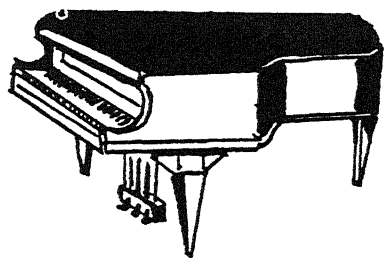
Man: Yes, and I don't know where I can get it.

Friend: I'm glad you said that. For a minute I thought that you were going to ask me.

John: I can never sleep the night before I go on a trip.

Henry: Then why don't you always leave the day before?

Humorous Stories of Famous Men



I

Everyone has heard of Rachmaninoff. He was a very famous pianist. He was also a famous composer of music. Rachmaninoff liked to tell this story about himself.

“When I was a very small boy I once played at a party at the home of a Russian nobleman. I was only eight years old. But I had been playing the piano for several years. I played well. The piece which I played was the ‘Kreutzer Sonata’ by Beethoven. I played the piece very well. At least I thought so.

“But the ‘Kreutzer Sonata,’ as you know, has

in it several very long rests. In each of these rests I took my hands from the piano and waited. To me this was very dramatic. But it seems that the mother of the nobleman thought differently. She was a very pleasant old lady. Finally, during one of these rests she came over to me. She touched me on the head kindly and said: 'My boy, why don't you play us something that you know?'

Everyone has heard of Sherlock Holmes. Everyone has read stories about Sherlock Holmes at one time or another. Sherlock Holmes was a famous detective. He was the most famous detective of all time. In every story Holmes always showed his great ability as a detective immediately by telling the whole history of a person simply by looking at that person. Holmes looked at a man's hands. He noticed a small mark on the man's neck. Holmes knew at once that the man had been a soldier, that he spent four years in India, etc., etc.

The author of all the Sherlock Holmes stories was Sir Arthur Conan Doyle. Once Sir Arthur was in Paris. He was in a taxi. He was going from the railroad station to the hotel where he was going to spend the night. He arrived at

the hotel. He got out of the taxi. He paid the taxi-driver.

"Thank you very much, Sir Arthur Conan Doyle," said the taxi-driver smiling.

"How do you know who I am?" said Sir Arthur. He was very much surprised.

"Well, sir, I read in the newspaper yesterday that you were coming to Paris from the south of France. The train on which you arrived came from the south of France. I also noticed that your hair was last cut by a barber in the south of France. Your clothes, and especially your hat, told me that you were English. I put all this together and I supposed at once that you were Sir Arthur Conan Doyle."

"That is wonderful," said Sir Arthur. "With so few facts you were really able to know me?"

"Of course," said the taxi-driver. "Your name is on both of your traveling bags. That also helped."

II

Al Smith was governor of New York State. He was a famous man. He was born very poor on

the East side of New York City. He had little education. He worked very hard and won great success. One day, as governor, he was visiting the state prison at Sing Sing. Sing Sing is one of the largest prisons in the United States. The head of the prison asked Mr. Smith to say something to the prisoners. Mr. Smith had never spoken to this kind of audience before. He did not know how to begin. Finally, he said, "My fellow citizens. . . ." Then he remembered that when a man goes to prison he is no longer a citizen. He began again. "My fellow prisoners. . . ." That did not sound right, so he said: "Well, anyway, I'm glad to see so many of you here today."

President William Howard Taft was a very fat man. He weighed more than three hundred pounds. Certainly he was the fattest president that the United States has ever had. Once he told this story about himself:

"I know a little boy who is always biting his nails. One day his mother said to him: 'Do you know what will happen to you if you continue to bite your nails?'

" 'No, what will happen to me?'

“ ‘You will swell up like a big balloon and explode.’

“The boy seemed very much frightened by this. He stopped biting his nails. About a month later, I was visiting at their home. I was sitting at the dinner table when the boy came into the room. He looked at me strangely. He walked over to me. He said very seriously: ‘Mr. Taft, you bite your nails.’ ”

For Conversation and Study

Part I—Answer these Questions:

1. Who was Rachmaninoff? 2. At what party did he once play? 3. How old was he at this time? 4. What piece did he play and why did he rest several times during the playing? 5. What did the mother of the nobleman say to him? 6. Who was Sherlock Holmes? 7. Do you like or dislike to read detective stories? 8. How was Holmes always able to tell at once the whole history of a person? 9. Who was the author of the Sherlock Holmes stories? 10. Where was he going one day in a taxi? 11. What did the taxi-driver say when Sir Arthur paid him? 12. How had the taxi-driver been able to tell who he was?

Part II—Answer these Questions:

1. Who was Al Smith? 2. As governor, where was he visiting one day? 3. What did the head of the prison ask him to do? 4. Why was it difficult for Mr. Smith to

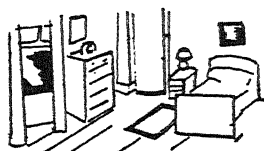
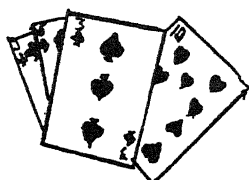
begin? 5. What three different beginnings did Mr. Smith make? 6. Who was William Howard Taft? 7. Was he a very fat or a very thin man? 8. What bad habit did the little boy whom he knew have? 9. What did the mother say would happen to the boy if he continued to bite his nails? 10. What did the boy say when he next saw President Taft?

Vocabulary and Idiom Review:

1. Give the opposites of these words: small, long, much, south, east, poor, here, fat.
2. Change to negative form: he has heard, he liked, I was, he can, I played, he looked, he could tell, he had spent, he began, I was sitting, I sat.
3. Give the past tense form and the past participial form of these verbs: to hear, to be, to like, to play, to touch, to read, to notice, to know, to spend, to arrive, to suppose, to speak, to remember, to stop, to cut, to put, to bite.
4. Explain the meaning or give sentences with these words: pianist, composer, music, dramatic, to touch, detective, whole, mark, taxi, barber, hair, prison, prisoner, audience, citizen, pound, fat, mail, to bite, balloon, to explode, frightened.
5. Use these in sentences: to hear of, at least, at once, to look at, to spend time, to get out, to be born.

The Reflection in the Mirror

(A Short Story)



I

There were only a few of us at the club that night. It was cold outside. It had begun to snow a little. Our club is a political club. It is located on the second floor of a building on 113th Street. There were regular meetings of the club every other Wednesday night. Other nights members often came to play cards, listen to the radio, or watch the television. We had a billiard table. Some of the men played billiards.

This night there were just four of us at the club. We were playing cards. We played a

couple of hours. We were about to stop. Jack Jameison came in. He had a friend with him. This was not unusual. Members of the club often brought friends with them. Some of these friends were interested in politics. They then became members of the club. Jameison and his friend stood watching us play cards for a few minutes. Then they began to watch the television. There was a program on the television with this fellow Dunninger. Dunninger is what you call a "mind reader." It was an interesting program. We decided to stop and watch the program. Dunninger picks people out of the audience. He tells them what they are thinking about. He gives their names, their addresses, telephone numbers, interesting personal facts about them. It is very unusual. These people do not work with him. Sometimes there are very famous people in the audience. He is able to read their thoughts just as he does with the others. Certainly these famous people do not all work with him.

Later we began to talk about Dunninger. Some of us thought that there must be some trick to what he did. Jack Jameison said that he himself thought it was sometimes possible to read the thoughts of other people. The discussion went

on for about fifteen minutes. We argued back and forth. Some of us thought one thing. Others thought differently. Jameison's friend, who had been silent up to this time, finally said: "Do you mind if I tell you an interesting story on this very point?"

II

We all looked at the man and waited. He was a man of about forty. He had a long, thin face and deep eyes. The expression of his face was a little unusual. He began:

"I first came to New York about twenty years ago. I had a small room on 50th Street. I was interested in the theatre then. I wanted to live near the theatre section. The room was a very poor one. It had a bed, a table and chair, and little else. There was a small mirror on the wall, a few pictures. I lived in the room for about three years. I spent a great deal of time in the room. I had few friends and little money at that time. I seldom went out. I knew every corner of the room perfectly. After I had lived there about a year I noticed a strange thing. If I lay on the bed and looked into the mirror I could see very clearly the face of a woman in the mirror. It

was a reflection of the wall-paper of the opposite wall. The wall paper was old. It was losing its color. There were big red flowers in it. Somehow these flowers formed the face of a woman in the mirror. The face was very clear. The woman was beautiful. She had rich, long hair. Her face had perfect lines. Her expression was soft and restful.

“You might say that I fell in love with that woman. Her face was always with me. I lay on my bed and looked at her a thousand times. I knew her as well as it is possible to know another person. At times her expression changed. She was happy, or thoughtful, or sad. I knew all these changes very well.

“I don’t want to tire you,” the man continued. “I will make my story short. The fact is that one day I saw this same woman personally. You may not believe this. She was the same woman whose face I had seen in my mirror a thousand times. She had the same eyes, the same hair. She had the same soft, restful expression. Her name was Jane Langley. Perhaps you have heard of her. She was quite well-known at the time. I had gone to the theatre one afternoon to see a certain play. Jane Langley had the leading part

in that play. I did not take my eyes from her all during the play. I waited for her after the play and watched her leave the theatre. I wanted to be sure. She was, without doubt, the woman in my mirror. I wanted to talk with her. I wanted to tell her about this strange connection between us. I knew that she would think that I was crazy. Jane Langley was very popular at the time. There was always someone at the theatre waiting for her.

III

“I went to the theatre every day for a week. I sat in the first or second row. I decided to write her a long letter. I told her everything in this letter. I said that I would wait for her the following evening after the play. I asked her to let me speak with her for at least a few minutes. The next night I went to the theatre as usual. That night Jane Langley did not appear in the play. She did not appear the next evening or the following evening.

“At the same time a strange thing happened. The reflection in my mirror became lighter and lighter. It was as if the face itself was becoming

paler and paler. The color left the cheeks. The face seemed thinner.

"After a few days I read in the theatrical page of the newspaper that Jane Langley was sick in a hospital. She had had to leave the play.

"The reflection in my mirror grew paler. One night the reflection disappeared completely. I did not imagine this. It was simply impossible to see the face there in the mirror any longer. That same evening Jane Langley died in the Mount Sinai Hospital."

The man paused. "Well, that's the story," he went on after a moment. "You may believe it or not. There are three points you should remember. First, the face in the mirror was exactly the same as the face of Jane Langley. Second, as Jane Langley became sicker and later died, the face in the mirror became paler and finally disappeared. Third, . . ."

"It must have been a very bad experience for you," one of us said suddenly. "How did you feel after it?"

"It was the great tragedy of my life," the man said. "I felt that I had lost something of great importance. I probably am very foolish. But I

never married. I was never interested in another woman after that."

"Heavens! Speaking of women, my wife will kill me if I don't get home pretty soon," said one of the men. "Do you fellows know that it is after twelve o'clock?"

We had been so interested in the story that we had not noticed how quickly the time had passed. Several of us got up to go. I remembered something. I turned to the man who had told us this strange story and said:

"By the way, you did not finish telling us what the third point of your story was."

"I am glad that you remembered that," said the man with a smile. "The third point is that I invented the entire story about a half hour ago."

For Conversation and Study

Part I—Answer these Questions:

1. In what club does this story take place?
2. Were there many or few members present this night?
3. What were the four men doing?
4. Who came to the club and stood watching the four men playing cards?
5. What program did Jameison and his friend listen to on the television?
6. In this program what did the principal player, Dunninger, do?
7. What is a "mind reader"?
8. What did the men in the club begin to talk about after the program?
9. Do you yourself think it is pos-

sible or impossible to read the thoughts of other people?
10. What did the friend whom Jameison had brought to the club say at this point?

Part II—Answer these Questions:

1. According to the story which the man told, where did he live when he first came to New York? 2. Was the room a good one or a poor one? 3. What furniture was there in the room? 4. Did the man spend much or little time in the room? 5. After he had lived there about a year what strange thing did the man notice? 6. Of what was the face in the mirror a reflection? 7. Was the woman beautiful or ugly? 8. Where did the man see the woman one day? 9. Who was she? 10. Why didn't the man talk with her at once?

Part III—Answer these Questions:

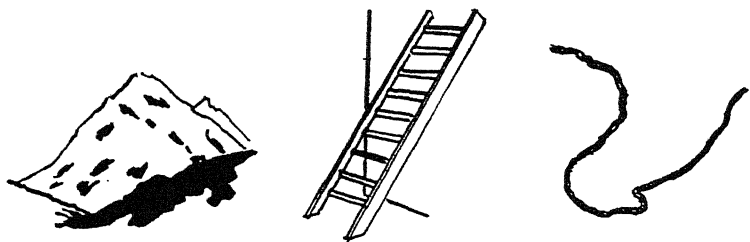
1. Where did the man go every night for a week? 2. In what row did he sit at the theatre? 3. Do you like or dislike to sit in the first row at the theatre? 4. What letter did the man write to Jane Langley? 5. Why did Jane Langley not appear in the play the following evening? 6. What did the man read in the theatrical page of the newspaper a few days later? 7. What happened to the reflection in the mirror at this time? 8. What happened to the reflection the night that Jane Langley died? 9. How many points were there to be remembered about his story, according to the man? 10. What was the third point to be remembered?

Vocabulary and Idiom Review:

1. Give the opposites of these words: few, night, cold, outside, little, unusual, interesting, poor, small, seldom, soft, happy, sick, quickly.

2. Change to *past* time and to *future* time: he begins, he tells, she is, it looks, it goes on, we argue, I am interested, he has, I know, I do not know, it becomes.
3. Change to *past perfect* time: he has gone, we played, they became, it was, he went, I read, he lived, he has wanted, she has had to leave, he has known.
4. Explain the meaning or give sentences with these words: few, to snow, television, billiards, program, fact, famous, discussion, to argue, unusual, mirror, seldom, to notice, to mind, wall-paper, restful, to tire, crazy, popular, pale, cheek, to pause, importance, tragedy, to invent, to imagine, trick.
5. Use these in sentences: to play cards, to be interested in, to pick out, to go on, back and forth, to look at, to fall in love with, at times, well-known, to wait for, at least, to get up, by the way, every other night (week, hour, student etc.).

Some Humorous Stories about Mark Twain



I

Mark Twain was a famous American writer. He wrote the stories "The Adventures of Tom Sawyer," "Huckleberry Finn," and many others. Mark Twain was also a famous humorist. He traveled very much giving speeches in different towns. During these speeches he always told several funny stories. He also liked to listen to funny stories. There are many humorous stories connected with his name. Here are several:

Once Mark Twain and two friends were sitting in a restaurant. One friend had just returned from a trip to Vermont. The friend said

that the air in the mountains of Vermont was very clear. In many places the echo of a voice came back five times stronger than the original voice. The second friend said that was nothing. In Colorado, where he lived, in many places the echo of a voice spoken in the morning came back in the afternoon. Mark Twain laughed. Then he said:

“Listen! The echoes which you have told about are very unusual. But in a small church in Hannibal, Missouri, where I was born, there is an echo more unusual even than those.”

“What is so strange about the echo there?” asked one of the men.

“Well, I’ll tell you,” said Mark Twain. “The echo in that church is so unusual that if one asks in a loud voice, ‘Good Morning! How are you?’, the echo repeats after a moment very clearly, ‘Very well, thank you. And how are you?’ ”

II

Here is another story of a similar kind. Once Mark Twain was traveling on a ship. He was sitting with a group of men. Some of the

men told some very unusual stories. Each man was trying to tell a more unusual story than the other man. Mark Twain said:

“Boys, these stories that you have been telling remind me of something that happened many years ago. It was in Hannibal, Missouri. I was a boy at the time. There was a big fire in the town. The fire was on the fourth floor of the only hotel in the town. An old man named Hankinson was on the fourth floor. He could not get down. No one could go up to save him. The firemen were there. They had their ladders. The ladders were not long enough to go to the fourth floor. Nobody knew what to do. Old Hankinson was on the fourth floor with his head out of the window. He was crying: ‘Save me! Please save me! Why doesn’t somebody save me?’ ”

“I had an idea. I said: ‘Bring me a rope.’

“Somebody brought me a rope. I threw one end of the rope up to old Hankinson. I said to him: ‘Put the rope around your waist.’ Old Hankinson put the rope around his waist strongly. Then I pulled him down.”

III

Mark Twain was once invited by a friend to go to the opera. The friend was very rich. He and his wife had their own box at the opera. During the opera the friend's wife talked all the time. She also talked rather loudly. She talked so much that it was often difficult for Mark Twain to listen to the opera.

Toward the end of the opera she turned to Mark Twain and said:

"Oh, my dear Mark Twain, I do want you to be with us again next Friday night. I'm sure you will like it—the opera will be *Carmen*."

"Thank you very much," said Mark Twain. "That will be fine. I have never heard you in *Carmen*."

For Conversation and Study

Part I—Answer these Questions:

1. Who was Mark Twain?
2. What are some of the famous stories which he wrote?
3. Have you ever read any of the novels of Mark Twain?
4. During his speeches what kind of stories did Mark Twain always tell?
5. What kind of stories did he like to listen to?
6. Are there many or few humorous stories connected with his name?
7. What did a friend say one day about the air

in the mountains in Vermont? 8. What did the second friend say about the echoes in Colorado? 9. Did Mark Twain say that he knew of an echo more unusual or less unusual than the others? 10. What happened in Mark Twain's church if one said, "Good Morning! How are you?"

Part II—Answer these Questions:

1. In the second story above, where was Mark Twain traveling? 2. What kind of stories were the men in the group telling? 3. Where, according to Mark Twain, was there a big fire one time? 4. Did the fire take place on the first floor or the fourth floor? 5. Who was on the fourth floor, unable to get down? 6. Why couldn't the firemen help him to get down? 7. What did Mark Twain ask someone to bring him? 8. Where did Mark Twain tell Old Hankinson to put the rope? 9. What did Mark Twain then do? 10. Where does the third story above take place? 11. What did the wife of Mark Twain's friend do all during the opera? 12. How did Mark Twain answer when this woman invited him again to the opera?

Vocabulary and Idiom Review:

1. Give the opposites of these words: many, stronger, unusual, small, loud, long, rich, difficult, end.
2. Change to *past* time and to *future* time: he is, he travels, he tells, there is, he comes, he laughs, he is sitting, it reminds, he knows, he has.
3. Change these verbs from simple to continuous form; he sits (he is sitting), he eats, he sat, he ate, he told, they talked, each tried, he traveled.

4. Explain the meaning or give sentences with these words: writer, speech, town, funny, trip, clear, air, echo, unusual, to repeat, similar, kind, to happen, fine, fireman, ladder, rope, to invite, opera, loud.
5. Use these in sentences: to give a speech, to come back, to be born, to remind of, many years *ago*, to go up.

A man stood before the police-captain in a police station. The man did not speak English very well. The police-captain was having difficulty in understanding him.

"Can you read and write?" asked the police-captain.

"I can write, not read," said the man.

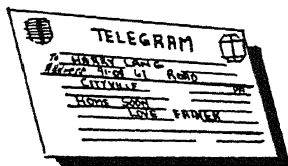
"Write your name, then," said the police-captain. He gave the man a piece of paper. The man wrote several strange words on the paper.

"What is that which you wrote?" asked the police-captain?

"I don't know," said the man. "I told you I can't read."

Father's Tears

(A Short Story)



I

My father has told this story many times. It is his favorite story.

My father was an engineer. He was a mining engineer. He worked in many different places, in many different countries. Many years ago, when he was a young man, he was working in Texas. The company for which Father worked had just opened a new mine there. They had sent Father there to direct the work. The mine was deep in the hills of Texas. It was sixty miles to the nearest city, Lamesa. Life at the mining camp was difficult, primitive. Mother did not go with Father. She stayed at home in Chicago.

The company promised Father that he would not have to stay more than a few months.

Father had been at the mine about six weeks. The work was going along well. Father was waiting for the day when he could return home to Mother. He and Mother wrote letters to each other. It was difficult for letters to reach Father. Sometimes they sent a man from the mine to Zenith to pick up the mail. Zenith was a town about twenty miles away. It was a town of about twenty people. At that time, about forty years ago, there was no railroad there. There were few roads. Communication was poor. Telephone lines did not then reach to such out of the way places. The mail arrived in Zenith only once a week and sometimes not that often.

One night Father was getting ready for bed. It was raining a little. The wind had begun to blow very hard. Father decided to go out and look around the mine. He wanted to be sure the horses were all right. The wind was now blowing harder and harder. Something struck Father in the eye. It felt very sharp. The pain was very strong. He put his hand to his eye. He rubbed his eye lightly. The pain continued. Tears came to his eye. It was very dark. With his one eye

covered he could see little. He hurried. The horses were all right. He went back to the house.

II

Some of the men were playing cards. They were mainly Mexicans who worked for Father at the mine. He called one of them. He asked him to look in his eye. The man could see nothing. The man brought a lamp. He held it close to Father's eye. He still could not see anything.

"There must be something there," said Father. "It pains very much. It seems to be right in the center of the eye."

Father sent for another engineer who lived next door. The man came. He brought a magnifying glass with him. He noticed a small black mark directly in the center of the eyeball. It looked like a small piece of coal. The man tried to remove it. It was impossible. The wind had driven it deep into the eyeball. The pain was great. The eye began to look very red. Finally, Father went to his room and lay down. He tried to sleep.

At about eleven o'clock there was a knock at his door.

"Who is it?" Father asked.

"Señor, it is a boy from the town. He has brought a telegram for you."

"Thanks, Manuel," said Father. In the other room stood a boy from Zenith. He had a telegram in his hand. Father took the telegram, opened it quickly. The telegram was from Father's brother. It said: "Come home at once. Doctor says your wife has little chance to live. Ill with pneumonia. West End Hospital."

Father read the telegram several times. The boy told him that it had arrived about eight o'clock that night. Father tried to think. He had to think about the mine. There was little he could do. He must go home at once.

"Manuel, get two horses ready," he said. "We must ride to Lamesa. You will have to go with me and bring the horses back."

Father began to get his things ready. He threw some clothes into a suitcase. His eye pained him very much. He worked with one hand, holding a handkerchief to his eye with the other. Soon the horses were ready.

He and Manuel rode off into the night. They did not talk. Manuel, his head down, was soon asleep. Father's thoughts were far away.

His thoughts were in Chicago with Mother. He asked himself a thousand questions. He had been a fool to leave her alone. He cursed the company for sending him so far from home. His eye pained him all the time. He did not mind this so much now. It was Mother. If he lost her, his life would mean nothing to him.

III

They reached Zenith at about three o'clock. They went to the home of the telegraph operator. Father woke him up.

"Have there been any more messages for me?" Father asked.

"Only that one," said the telegraph operator sleepily.

"It's my wife. She's very sick," Father said. "I was hoping that perhaps she was a little better."

"There was only the one message," said the telegraph operator. "I sent that right out to you."

"Thanks," said Father.

"What's the matter with your eye?" asked the telegraph operator.

"I've got something in it," said Father. "A

piece of coal or a piece of metal. I don't know what it is."

"Can I help you? Perhaps I can get it out?"

"Thanks," said Father. "They tried back at the mine. I don't have much time."

Father and Manuel rode on toward Lamesa. Lamesa was forty miles away. There was a railroad in Lamesa. There was a train which left for the north at three o'clock. Father wanted to catch that train. If they rode without stopping, they should reach Lamesa before three o'clock. There was also a telephone in Lamesa. Father could telephone to Chicago. He began to feel very tired. His body burned. His eye and his whole head ached. He felt sick inside. If they arrived in Lamesa early enough, perhaps he could see a doctor before the train left. The doctor could remove the piece of coal from his eye.

In Lamesa Father sent Manuel to the railroad station to see about tickets for the train. He himself went to a hotel in the town. There was a telephone there. He called Chicago. He sat down and waited while the operator put through his call. He sat with his head in his hands. His eye felt like a piece of red hot metal. The phone

rang. Soon Father was talking with the hospital in Chicago. A voice said:

“Yes, sir! Your wife is here. There is also a message here for you. Your wife is much better. There is no danger. It is not necessary for you to come home.”

Father sat down. He put his hands to his head again. Everything was all right. Mother was going to live. He began to cry like a child. He could not stop. It was a nervous reaction. Big tears rolled out of his eyes and down his cheeks. Soon he felt better. His eye felt better. He touched his eye with his finger. There was something now in the corner of his eye. Out of his eye came a small piece of coal, or a piece of black metal.

Whatever it was, Father's tears had washed it out of his eye.

For Conversation and Study

Part I—Answer these Questions:

1. Where does this story take place? 2. What kind of engineer was Father? 3. Why had the company sent him to Texas? 4. Why did Mother not go with him? 5. Where did she stay? 6. Why was it difficult for letters to reach Father? 7. About how far away was the nearest town? 8. Why was there no telephone service in Zenith?

9. Why did Father decide to go out and look around the mine one night? 10. What happened to his eye?

Part II—Answer these Questions:

1. What were some of the men doing when Father went back to the house? 2. What nationality were these men? 3. Could the first man see anything in Father's eye? 4. What did the engineer who lived next door bring with him? 5. Was the engineer able or unable to remove the piece of coal from Father's eye? 6. What telegram arrived at about eleven o'clock? 7. Who brought this telegram? 8. While Father was getting ready for the trip what was Manuel doing? 9. Did Father and Manuel talk much or little during the trip? 10. Where were Father's thoughts all during the trip?

Part III—Answer these Questions:

1. When they reached Zenith whom did they go to see? 2. What did Father ask the telegraph operator? 3. About how far away was Lamesa, the next town? 4. Why did Father want to reach Lamesa before three o'clock? 5. How did Father feel all during this time? 6. Why did he want to see a doctor in Lamesa? 7. What telephone call did he make in Lamesa? 8. Who answered his call in Chicago? 9. What message did Father receive? 10. What did Father begin to do after he sat down? 11. Why was he unable to stop crying? 12. What happened to the piece of coal in his eye?

Vocabulary and Idiom Review:

1. Give the opposites of these words: young, many, new, difficult, out, hard, strong, light, dark, sick, to sit down, necessary, better, asleep.

2. Change to interrogative (question) form: he was, there were, it had begun, it was raining, he had to go, it arrived, they promised, he read, he could see, they put.
3. Give the past tense form and the past participial form of these verbs: to work, to be, to promise, to reach, to blow, to look, to strike, to put, to cover, to hurry, to go, to pain, to drive, to lie, to sleep, to ride, to curse, to leave.
4. Give the adverb form of these adjectives: deep, direct, sleepy, light, hard, good.
5. Explain the meaning or give sentences with these words: favorite, mine, to direct, to promise, primitive, to blow, pain, lamp, to remove, suitcase, asleep, to curse, sleepily, to ache, hospital, necessary.
6. Use these in sentences: to wait for, out of the way, to get ready, to go out, to look around, all right, to lie down, at once, far away, all the time, to wake up, to be the matter with, to sit down.

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